_____ Charter School No. ___

NONINSTRUCTIONAL OPERATIONS 8000

Goals

In order for students to obtain the maximum benefits from their educational program, a complex set of support services must be provided by the Charter School. These services are essential to the success of the Charter School, and the staff that provides them is an integral part of the educational enterprise. Because resources are always scarce, all assets of Charter School operations, including non-instructional support services, shall be carefully managed in order to obtain maximum efficiency and economy. To that end, the goal of the Charter School is to seek new ways of supporting the instructional program that shall maximize the resources directly available for students' learning programs.

Policy History:
Adopted on:
Revised on:
Reviewed on:

NONINSTRUCTIONAL OPERATIONS 8100

Transportation

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

Requirements

The Charter School may provide transportation to and from school for a student who:

1. Resides at least 1½ miles from the nearest appropriate school, determined by the nearest and best route from the junction of the driveway of the student's home[1] and the nearest public road to the nearest door of the school the student attends or to a bus stop, whichever the case may be;

2. Is a student with a disability, whose IEP identifies transportation as a related service; or

3. In the judgment of the Board, has another compelling and legally sufficient reason to receive transportation services, including the age, health, or safety of the student.

The type of transportation provided by the Charter School may be by a school bus or other vehicle, or by such individual transportation as paying the parent or guardian for individually transporting the student. The Board may authorize children attending nonpublic schools to ride a school bus provided that space is available and a fee to cover the per-seat cost for such transportation is collected.

Homeless Students

Homeless students may be transported in accordance with the McKinney-Vento Homeless Assistance Act and State law.

Foster Children

The Executive Director or designee may implement the requirements for ensuring the educational stability for all children in foster care. Each of these provisions must emphasize the child's best interest determination. A written guideline must provide clarity to each school and staff member governing the transportation protocol for students in foster care. This includes the facilitation of transportation to the school of origin (when in the student's best interest). Transportation may be provided, arranged, and funded for the duration of time in foster care. These procedures must confirm the following:

[1] A day care center, family day care home, or a group day care facility may substitute for the student's residence for student transportation to and from school.

1. Children in foster care needing transportation to the school of origin will promptly receive that transportation in a reasonable and cost effective manner. and;

2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the Charter School will provide transportation to the school of origin if:

    A. The local child welfare agency agrees to reimburse the Charter School for the cost of such transportation;
    B. The Charter School agrees to pay for the cost of such transportation; or
    C. The Charter School and the local child welfare agency agree to share the cost of such transportation.

Safety

The Charter School ~~Dstrict~~ shall provide each new school bus driver with a school bus driver training program before allowing him or her to drive a bus carrying students. The Charter School shall provide all experienced school bus drivers with at least ten hours of refresher school bus driver training each fiscal year. Such training shall meet the requirements described in the *Standards for Idaho School Buses and Operations*. Documented training similar to that required by the Charter School may be used to comply with new school bus driver training hours, unless the driver has a gap of more than four years in their previous driving experience.

The Executive Director or designee shall develop written rules establishing the procedures for bus safety and emergency exit drills, and for student conduct while riding on buses, including for students with special needs.

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

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

Cross Reference:	3060	Education of Homeless Children
	8110	Safety Busing
	8120	Bus Routes, Stops and Non-Transportation Zones

Legal Reference:	I.C. § 33-5208	Public Charter School Financial Support
	IDAPA 08.02.03.109	Special Education

20 USC § 6312(c)	Every Student Succeeds Act Standards for Idaho School Buses and Operations

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

Policy History:
Adopted on:
Revised on:
Reviewed on:

NON-INSTRUCTIONAL OPERATIONS **8105**

Extracurricular Transportation

The term "extracurricular" refers to activities or events which are supplements to the regular instructional program and do not involve class credit, including, but not limited to athletics, speech, debate, music, band, student groups and/or organizations, and community activities.

The use of school buses is strictly limited to school activities. Buses may not be loaned or leased to non-school groups unless permission is specifically granted by the Board. On all activity runs, buses will be operated by a qualified bus driver, and only authorized activity participants, professional staff, and chaperones assigned by the administration may ride the bus.

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the Charter School. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

Charter School employees wishing to undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities shall do so only when specifically directed or approved by the Executive Director or his or her designee. Charter School employees will notify the Executive Director or designee of all transportation details and/or arrangements made after authorization. Charter School employees shall not use a personal vehicle to transport students.

A duplicate copy of the passenger list will be made for all activity trips. One copy will remain with the professional staff member in charge on the bus and one copy will be given to the Activities Director before the bus departs.

All buses used to transport students on activity trips shall be in safe mechanical and good working condition.

At its discretion, the Charter School may charge fees for transportation of students to and from extracurricular activities where attendance is optional.

Student Travel to/from Extracurricular or Co-Curricular Activity

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

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

Responsibility for extracurricular transportation, when not provided by the School, will remain with the parent, who will be required to sign a waiver and release of claims prior to the extracurricular activity or event. Such waiver and release of claims shall remain on file at the school.

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

Cross Reference:	3380	Extracurricular and Co-Curricular Participation Policy
	8100	Transportation
	8105F	Extracurricular Transportation Liability Waiver

Legal Reference:	IDAPA 08.02.02.190	Program Operations
	IDAPA 08.02. 04.300	Public Charter School Responsibilities

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8105F**

Extracurricular Transportation Liability Waiver

I, _____, parent or guardian of _____ (student) hereby has chosen to provide transportation for this child TO and FROM all extracurricular activities or events for which Charter School transportation is not provided.

I understand that by signing this waiver, I take full responsibility for the transportation of this child TO and FROM all extracurricular activities and events during the 20___/20___ school year for which Charter School transportation is not provided. I also understand that this waiver releases the Charter School from any and all liability or claims regarding the transportation of this child TO and FROM extracurricular activities or events for which Charter School transportation in not provided.

_____
Signature of Parent/Guardian

_____
Date

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8105P**

Extracurricular Transportation Discipline

Before departure on each activity trip, all students provided with transportation by the Charter School will be instructed on the location of all emergency exits and their operation. This instruction will include a general review of safe riding practices, rules, and procedures.

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

If a student causes a disruption or hazard on the bus, a hearing will be held with the Executive Director, driver, instructor, coach or adult sponsor, parent/guardian, and student. The driver, instructor, coach or adult sponsor, parent/guardian, and the student will have the opportunity to share with the Executive Director their perceptions of the problem. If the Executive Director finds that there has been an infraction of bus rules, he or she will take the following action:

1. On the first infraction, the student will be warned that following any further infraction he or she will be declared ineligible for transportation to the extracurricular or co-curricular activities for one event;

2. On the second infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activity for one event; and

3. On the third infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activities for the remainder of the semester.

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

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

NONINSTRUCTIONAL OPERATIONS **8110**

Safety Busing

Safety busing is the transportation of a student who lives less than 1.5 miles from school when, in the judgment of the Board of Directors, the age, health, and/or safety of the students warrants such action.

The Board will only consider requests for safety busing for students living less than 1.5 miles from school when a student walking to school would entail one or more of the following:

1. Unsupervised crossing of a heavily traveled multi-lane roadway requiring beyond-age-level comprehension of complex traffic hazards;
2. Walking along an arterial road or highway permitting 50 mile per hour speeds;
3. Crossing an intersection in competition with a high volume of right-turning vehicles without the benefit of adult supervised crossing;
4. Walking in the traffic lane of an arterial or collector street because of the absence of sidewalks or usable shoulders which are at least three feet wide;
5. Walking beside or over unprotected waterways;
6. Walking routes which are temporarily interrupted by major road construction, building construction, or utility construction;
7. Walking routes interrupted by numerous high traffic volume business driveways; or
8. Other unique circumstances or extraordinary factors.

The existence of any of the above criteria does not automatically qualify an area for safety busing. The Board may also consider evaluation factors including but not limited to traffic count, traffic gap times, posted speed, width of roadway, width of walking area, length of time students would be exposed to area of concern, age of pupils, number of pupils, and traffic control signs and markings as well as written comments from parents, patrons, and school personnel prior to a vote on the issue. Further, the Board shall consider the criteria set out in its measuring and scoring instrument, with a an appropriate "cut off" for safety busing purposes when the scoring element used indicates hazards that are "reasonable" for students to encounter during their walk to and from school, which by this reference is incorporated and attached to this policy as **Exhibit 1**.

Each year, no later than the regular Board meeting in August, the Board shall review and vote on all requests for new safety busing locations. The Board may annually approve the formation of an *ad hoc* supplemental transportation committee for the purpose of objectively evaluating all hazardous routes less than 1.5 miles from the student's home to school, using the Board approved measuring instrument. The Executive Director or designee is directed to review all existing safety busing locations at intervals of no more than three years.

Cross Reference:	8100	Transportation
	8120	Bus Routes, Stops and Non-Transportation Zones
Legal Reference:	I.C. § 33-5208	Public Charter School Financial Support
Other Reference:	http://www.sde.idaho.gov/student-transportation/files/forms-lists/regulations/SISBO-Manual.pdf Standards for Idaho School Buses and Operations	

Policy History:
Adopted on:
Revised on:
Reviewed on:

Exhibit 1 is the measuring instrument form used by the District.

NONINSTRUCTIONAL OPERATIONS **8115**

Hours of Service of Drivers

The maximum driving time for passenger-carrying vehicles shall be as follows, subject to the exceptions and exemptions provided by law. The Charter School shall not permit or require any driver to drive a passenger-carrying commercial motor vehicle:

1. For more than ten hours following eight consecutive hours off duty; or
2. For any period aft

Additionally, the Charter School shall not permit or require a driver of a passenger-carrying commercial motor vehicle to drive for any period after:

1. Having been on duty 60 hours in any seven consecutive days if the employing motor carrier does not operate commercial motor vehicles every day of the week; or
2. Having been on duty 70 hours in any period of eight consecutive days if the employing motor carrier operates commercial motor vehicles every day of the week.

Drivers shall use Federal Motor Carrier Safety Administration (FMCSA) over-the-road hours-of-service trip logs, a trip agenda, or other trip documentation validating applicable driving hours on all trips outside the Charter School's attendance boundaries.

Cross Reference: 8100 Transportation

Legal Reference: FMCSA: § 395.5: Maximum driving time for passenger-carrying vehicles

Other Reference: Idaho Department of Education, Idaho's School Bus Driver Training Classroom Curriculum

Policy History:
Adopted on:
Revised on:
Reviewed on:

Bus Routes, Stops, and Non-Transportation Zones

Each year, no later than the regular Board meeting in August, the Executive Director or his or her designee shall present their recommendation for bus routes, school safety busing zones, and non-transportation zones to the Board of Directors. The Board shall consider student health and safety in considering the recommendations of the Executive Director or designee.

Definitions

"Safety Busing Zone" shall mean the transportation of a student who lives less than 1½ miles from school when, in the judgment of the Board, the age, health, or safety of the student warrants such action. See Policy 8110 Safety Busing.

"Non-Transportation Zone" shall mean an area of the Charter School attendance area designated by the Board which is not served by Charter School transportation because of scarcity of students or remoteness, or because the condition of roads makes such service impractical.

Establishing Bus Routes

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

1. School bus routes shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness, and convenience of its operation including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme weather conditions and variations, length of route, number of families and children to be serviced, availability of turn-around points, capacity of bus, and other related factors. Further, the Board of Directors shall consider the criteria set out in its measuring and scoring instrument. See Policy 8110 Safety Busing, Exhibit 1.

2. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes.

3. Parents should be referred to the Executive Director or designee for any request of change in routes, stops, or schedules.

4. At least once each year, the transportation supervisor or the Charter School's school bus driver trainer shall evaluate each route for the purpose of assessing the safety of routes and bus stops. Documentation of the route evaluation shall be retained by the Charter School.

Bus Stops

Buses should stop only at designated places approved by school authorities. Exceptions should be made only in cases of emergency and inclement weather conditions. Bus stops shall be chosen with safety and protection of the health of the student in mind.

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

Delay in Schedule

The schedule for pickup and delivery of children shall be followed as accurately as possible. The driver is to notify the administration of a delay in schedule. The administration will notify parents on routes and radio stations, if necessary.

Responsibilities - Pupils

Pupils must realize that safety is based on group conduct. Talk should be in conversational tones at all times. There should be no shouting or loud talking which may distract the bus driver. There should be no shouting at passersby. Pupils should instantly obey any command or suggestions from the driver and/or his or her assistants.

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

Responsibilities - Parents

The interest and assistance of each parent is a valued asset to the transportation program. Parents' efforts towards making each bus trip a safe and pleasant experience are requested and appreciated. The following suggestions are only three of the many ways parents can assist:

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

Safety

The Executive Director shall develop written rules establishing the procedures for bus safety and emergency exit drills which comply with State law and Federal Highway Safety Guideline 17 for student conduct while riding on buses.

If the bus and driver are present, the driver is responsible for the safety of his or her passengers, particularly for those who must cross a roadway prior to loading or after leaving the bus. Except

in emergencies, no bus driver shall order or allow a student to board or disembark at other than his or her assigned stop unless so authorized by the Executive Director. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

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

The bus driver is responsible for the use of the warning and stop signaling systems and the consequent protection of his or her passengers. Failure to use the system constitutes negligence on the part of the driver.

Inclement Weather

The Board recognizes the unpredictability and resulting dangers associated with the weather in Idaho. To achieve the maximum safety for children and efficiency of operation, the Executive Director is empowered to make decisions as to the emergency operation of buses, the cancellation of bus routes, and the closing of schools in accordance with his or her best judgment. The Board may develop guidelines in cooperation with the Executive Director to assist him or her in making such decisions.

Cross Reference: 8110 Safety Busing

Legal Reference: I.C. § 49-1422 Overtaking and Passing a School Bus

Other Reference: Standards for Idaho School Buses and Operations
Idaho Department of Education, Idaho's School Bus Driver Training Classroom Curriculum

Policy History:
Adopted on:
Revised on:
Reviewed on:

Transportation of Students with Disabilities

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

1. Travel to and from school and between schools;
2. Travel in and around school buildings or to those activities which are a regular part of the student's instructional program;
3. Specialized equipment (such as special or adapted buses, lifts, and ramps) if required to provide special transportation for a student with disabilities; and
4. Other services that support the student's use of transportation, such as:

    A. Special assistance, such as an aide on the bus and assistance getting on and off the bus;
    B. Safety restraints, wheelchair restraints, and child safety seats;
    C. Accommodations, such as preferential seating, a positive behavioral support plan for the student on the bus, and altering the bus route; or
    D. Training for the bus driver regarding the student's disability or special health-related needs.

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

Mode of Transportation

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

Cross Reference: 3340 Corrective Actions and Punishment
8140 Student Conduct on Buses

Legal Reference: 20 U.S.C. § 1400 et seq. Individuals with Disabilities in Education Act (IDEA)
IDAPA 08.02.03.109 Special Education
Idaho Special Education Manual

Policy History:
Adopted on:
Revised on:
Reviewed on:

Student Conduct on Buses

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

The Executive Director shall establish written rules of conduct for students riding school buses. Such rules shall be reviewed annually by the Executive Director and revised if necessary. If the rules are substantially revised, they shall be submitted to the Board for approval.

A copy of the rules of conduct for students riding buses shall be provided to students at the beginning of the year. The classroom teacher and bus driver shall review the rules with the students at the beginning of each school year. A copy of the rules shall be posted in each bus and shall be available upon request at the Charter School office and in each Executive Director's office.

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

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

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

Discipline of Students with Disabilities

If a student's IEP team determines that special transportation is required and documents it on the Individual Education Plan (IEP), all procedures under the Individuals with Disabilities Education Act (IDEA), as amended, must be followed with regard to the student and transportation. A suspension from bus transportation depends on whether bus transportation is identified on the IEP:

1. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school. An exception to this is if the Charter School provides

transportation in some other way, such as transportation in lieu of, because transportation is necessary.

2. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In this situation, the student and the parent would have the same obligation to get to and from school as a student without a disability who had been suspended from the bus.

Cross Reference:	3330	Student Discipline
	8130	Transportation of Students with Disabilities
Legal Reference:	IDAPA 08.02.04.300	Public Charter School Responsibilities
	20 U.S.C. § 1400	Individuals with Disabilities Education Act
	29 U.S.C. § 794	Section 504, Rehabilitation Act of 1973

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8150**

Unauthorized School Bus Entry

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

NOTICE

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

(a) Enters a school bus with intent to commit a crime;
(b) Enters a school bus and disrupts or interferes with the driver; or
(c) Enters a school bus and refuses to disembark after being ordered to do so by the driver.

Legal Reference: I.C. § 18-1522 Unauthorized School Bus Entry—Notice

Policy History:
Adopted on:
Revised on:
Reviewed on:

NON-INSTRUCTIONAL OPERATIONS **8160**

Contracting for Transportation Services

If the Board enters into a contract for transportation services, the contractor shall operate such equipment according to Charter School policy and the rules and regulations of the State Board of Education. All contracts for the transportation of students shall be in writing in a form approved by the Superintendent of Public Instruction. The contract shall be in effect for not more than five years. Prior to entering into a contract for transportation services, the Charter School must advertise and bid for such services. The contract shall be awarded to the lowest responsible bidder. In determining what bid is the lowest responsible bidder, in addition to other enumerated specifications, the Charter School shall ~~will~~ not only take into consideration the amount of the bid. The Charter School shall also consider the skill, ability, and integrity of a contractor to do faithful and conscientious work and promptly fulfill the contract according to the letter and spirit of the request for bids. References should be contacted.

A copy of the contract for transportation services will be filed with the Supervisor of Pupil Transportation in the Department of Education

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8170**

[DISCLAIMER: THE PORTION OF THIS POLICY CAPTIONED "CHARTER SCHOOL - OWNED VEHICLES PROVIDED TO EMPLOYEES" IS FOR INFORMATIONAL PURPOSES ONLY. IF YOU HAVE QUESTIONS ABOUT TAXABLE FRINGE BENEFITS AND HOW THIS APPLIES TO YOUR DISTRICT EMPLOYEES, PLEASE CONTACT YOUR DISTRICT TAX ADVISOR OR LEGAL COUNSEL.]

Charter School -Owned Vehicles

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

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

Charter School Bus and Vehicle Maintenance

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

Charter School - Owned Vehicles Provided to Employees

The Charter School owns vehicles which certain employees use for commuting to and from work and for other Charter School - related travel. Any mileage driven in a Charter School - owned vehicle that is not for official Charter School business will be considered a taxable fringe benefit to the employee driving the vehicle. This taxable fringe benefit will be in addition to the employee's annual salary and will be reported on the individual employee's W-4.

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

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

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

Legal Reference:	I.C. § 33-1506	Inspection of School Buses
	IDAPA 08.02.02.160	Maintenance Standards and Inspections
	Standards for Idaho School Buses and Operations	
	Idaho Department of Education, Idaho's School Bus Driver Training Classroom Curriculum	

Policy History:
Adopted on:
Revised on:
Reviewed on:

Charter School - Owned Vehicles

The Board adopts this procedure to establish guidelines, obligations, and expectations of employees who, within the scope of their employment, have occasion to operate Charter School - owned vehicles and equipment, or personal vehicles for official School purposes.

Charter School Vehicles and Equipment

Authorization for Use

_____ Charter School employees shall operate Charter School owned vehicles and equipment only when the employee:

1. Is authorized by their position and/or supervisor to act as the operator of a vehicle or piece of equipment;

2. Holds a valid Idaho operators license for each class of vehicle or piece of equipment they are approved to operate. The School may verify license status by checking motor vehicle records; and

3. Has demonstrated to the supervisor's satisfaction that they are qualified to operate the vehicle or piece of equipment.

Responsibilities of Vehicle or Equipment Operator

Employees operating Charter School vehicles and equipment shall:

1. Inspect vehicles or equipment before operating to ensure the vehicle or equipment will function in a safe manner;

2. Refrain from eating or engaging in other activities which may distract an individual from safely operating a vehicle or piece of equipment;

3. Operate such vehicles and equipment in a safe, responsible manner, and in compliance with State laws and regulations governing vehicle use;

4. Pull off to a safe area and stop driving to use a cell phone in a vehicle;

5. Be personally responsible for traffic fines and/or penalties arising from their violation of traffic laws while operating such vehicles or equipment;

6. Refrain from operating any such vehicles or equipment when under the influence of controlled substances, medications, or mental or physical conditions which could impair their ability to properly operate a vehicle or piece of equipment;

7. Return such vehicles and equipment daily to the Charter School facility designated for that vehicle or piece of equipment unless it is taken to the operator's residence as authorized in this procedure;

8. If the vehicle or piece of equipment is taken to the operator's residence as authorized by this procedure, the operator shall ensure the vehicle or equipment is made available for routine maintenance as well as unscheduled maintenance when required;

9. Report any loss, redaction, or suspension of their operator license or endorsements status to their supervisor as soon as they are notified of the licensing status change;

10. Report all accidents immediately to the supervisor and/or to the Risk Management Specialist so that they can be reported to the Charter School's insurance carrier. All Commercial Driver's License holders shall comply with federal and State laws regarding the reporting of accidents, citations, or driving convictions and shall immediately report such occurrences to their supervisor;

11. Use of Charter School fueling cards and facilities, maintenance and repair facilities, and supplies shall be limited to bonafide Charter School vehicles and equipment. School materials and facilities shall not be used for personal benefit;

12. Not allow other persons to use their refueling card or request that others allow them to use refueling cards which are not assigned to them; and

13. Be evaluated in connection with their use of Charter School vehicles and equipment as part of their annual job performance review.

<u>Prohibited Conduct of Vehicle/Equipment Operator</u>

Any employee involved in one or more of the following circumstances while operating School vehicles and equipment will immediately lose their operational authorization:

1. Unlawful use, distribution, dispensing, manufacture, or possession of a controlled substance;
2. Operating any Charter School vehicle or piece of equipment while under the influence of alcohol, any drug, or the combined influence of alcohol and any drug;
3. Use of any Charter School vehicle or piece of equipment for illegal or unauthorized purposes;
4. Operating a vehicle or piece of equipment in a manner which endangers the safety or life of others;
5. Any negligent use of Charter School owned vehicles or pieces of equipment.

Any employee who has engaged in any of the items listed in the above section of this procedure, regardless of whether it occurred while operating a Charter School vehicle or piece of equipment, may be permanently prohibited from operating Charter School vehicles and equipment, and/or subject to disciplinary action, up to and including termination.

Emergency Callout

In specific instances, the Executive Director and/or department directors may establish specific positions and/or classes of employees who are subject to emergency callout. These employees or classes of employees may be assigned a Charter School vehicle to keep at their personal residence in order to more quickly respond to emergency circumstances. Employees so designated, may be changed at any time by the Executive Director and/or department director without consultation or negotiation with the affected employee or classes of employees. When an employee is designated to have a Charter School vehicle at their residence for emergency callout use, the vehicle shall not be used for personal purposes.

Disposal of Vehicles and Equipment

All vehicles and equipment shall be disposed of only by sales events and methods which are in compliance with applicable law and approved by the Board and by rules adopted by the State for disposal of Charter School property. Each sales event must be approved individually by the Board. [**OPTION - Revenue received from the sale of school buses will be placed in a separate account and used only for the purchase of school buses.]**

Accident Management Procedures

The _____ Charter School establishes the following guidelines for reporting, investigating, and documenting all accidents, collisions, and incidents involving Charter School vehicles and equipment:

1. All accidents, collisions, or vandalism (herein collectively referred to as "accidents") involving Charter School vehicles, regardless of the amount of damages or personal injuries sustained, shall be reported immediately to the Executive Director and/or any other identified Charter School personnel. Failure to report an accident shall be cause for disciplinary action;

2. Drivers shall report all school bus accidents to the Executive Director and/or any other identified Charter School personnel and the appropriate law enforcement agency. Subsequent to the accident or incident, a Uniform School Bus Accident/Injury or appropriate Incident Report Form shall be completed by the driver or Executive Director and submitted to the State Department of Education within 15 days.

3. An employee involved in any accident while operating Charter School vehicles or equipment may be required to submit to a drug and alcohol test. Failure to submit to a drug and alcohol test; or testing positive for drug use; or prohibited levels of alcohol as

outlined in applicable law; shall be subject to disciplinary action, up to and including termination;

4. An accident report shall be completed within 24 hours of any accident regardless of the amount of damage sustained to any Charter School vehicle or equipment;

5. All accidents shall be investigated by a designated Charter School Safety Coordinator or his or her designee;

6. All accidents involving any personnel injury and/or accidents for which the estimated damages exceed $1,000 shall be reviewed by the Safety Committee.

7. The Safety Committee shall hold a fact-finding meeting to determine if the accident was preventable or non-preventable.

    A. The driver involved in the accident has the right to attend the fact-finding meeting to explain the situation and answer questions of the Committee;
    B. The Committee shall inform the driver of their findings in a timely manner; and
    C. An employee may appeal the findings and recommendations of the Committee by following the appeals procedure outlined in the Charter School Grievance Procedure.

8. Administrative actions shall be taken based on the findings and recommendations of the Committee as follows:

    A. If the accident was non-preventable, a statement to that effect shall be included in the employee's personnel file and no disciplinary action will be recommended.

    B. If the accident was preventable, procedures of remediation and disciplinary action shall be implemented according to the degree of culpability, severity of the accident, and service record of the employee.

9. Driver Education instructors shall not be disciplined under these driver accident guidelines for vehicle accidents resulting from the actions of student drivers who are operating Charter School vehicles under the instructor's supervision, as part of the School Driver Education course unless a valid investigation by the Charter School or a court of law finds the instructor was grossly negligent in their instruction or driving supervision.

Definitions

"Equipment" for purposes of this procedure means utility vehicles, and construction and lawn equipment.

"Vehicle" for purposes of this procedure means buses, vans and passenger vehicles, and maintenance and delivery trucks.

Legal Reference: I.C § 33-5204 Nonprofit Corporation – Liability - Insurance
IDAPA 08.02.04.300 Public Charter School Responsibilities

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

NON-INSTRUCTIONAL OPERATIONS 8180

Driver Training and Responsibility

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

Each bus driver shall meet the qualifications established by the State Department of Education, including, but not limited to the following:

1. Be over the age of 18 years of age;

2. Be of good moral character;

3. Not be addicted to the use of intoxicants or narcotics;

4. Possess a valid and appropriate commercial driver's license and other endorsements required by law, and, if applicable, a waiver for insulin-dependent diabetes mellitus issued by the State Department of Education; and

5. Be medically qualified under the physical examination standards of the federal motor carrier safety regulations; provided, however, that individuals with insulin-dependent diabetes mellitus, who are otherwise medically qualified under the physical examination standards of the federal motor carrier safety regulations, may request a waiver for this condition from the State Department of Education as provided in Idaho Code.

When a teacher, coach, or other certified staff member is assigned to accompany students on a bus, such person shall be primarily responsible for the behavior of the students in his or her charge. The bus driver shall have final authority and responsibility for the bus. The Executive Director shall establish written procedures for bus drivers.

Legal Reference: I.C. § 49-105 Definition - Drivers Licenses
IDAPA 08.02.02.170 School Bus Drivers and Vehicle Operation
IDAPA 08.02.04.300 Public Charter School Responsibilities
FMCSA 382.105

Other Reference: Standards for Idaho School Buses and Operations
Idaho's School Bus Drivers Training - Classroom Curriculum
Idaho's School Bus Drivers Training - Behind the Wheel Curriculum

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8185**

Use of Wireless Communication Devices by Bus Drivers

While the Board of Directors believes the use of wireless communication devices by Charter School bus drivers is important to provide instant communication regarding emergencies as well as to convey other important Charter School information, bus drivers shall be subject to the restrictions outlined in this policy to ensure safe use of personal or Charter School wireless communication devices.

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

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

Under usual circumstances, use of Charter School owned wireless communication devices shall be allowed when used to assist a driver and/or dispatcher in the necessary communications periodically needed to safely deliver children from home to school, from school to school, from school to home, and on activity trips. A school bus driver is prohibited from operating a school bus while using a cellular telephone, except:

1. During an emergency situation;
2. To call for assistance if there is a mechanical breakdown or other mechanical problem;
3. Where a cellular telephone is owned by the District and used as a two-way radio; and
4. When the school bus is parked.

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

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

Legal Reference: 49 CFR 392.82 Wireless Communication Devices

Policy History:
Adopted on:
Revised on:
Reviewed on:

Emergencies Involving Transportation Vehicles

In the event of an accident or other emergency, the bus driver shall follow the emergency procedures developed by the Executive Director. A copy of the emergency procedures shall be located in each bus. To ensure the success of such emergency procedures, each bus driver shall conduct an emergency evacuation drill within the first six weeks of each school semester. The Charter School shall conduct such other drills and procedures as may be necessary.

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

Reference: Federal Highway Safety Guideline 17

Policy History:
Adopted on:
Revised on:
Reviewed on:

NON-INSTRUCTIONAL OPERATIONS **8195**

Charter School Vehicle Idling

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

Charter School Vehicle Idling Times

1. When school buses arrive at loading and unloading areas to drop off or pick up passengers, the school bus driver should turn off the bus as soon as possible to eliminate idling time and reduce harmful emissions;
2. The school bus should not be restarted until it is ready to depart;
3. School buses should not idle, on or off of school grounds, for longer than five minutes unless:

    A. They are waiting in traffic;
    B. They are loading or unloading students with special needs;
    C. There are safety or emergency situations;
    D. The driver is in the process of receiving or discharging passengers on a public highway or public road;
    E. There are maintenance or mechanical situations, inspections, or repair; or
    F. There are extreme weather conditions and the purpose is to warm the interior of the bus.

4. All Charter School vehicles should follow the above guidelines as applicable.

Legal Reference: Standards for Idaho School Buses and Operations

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS 8200

Local School Wellness

[NOTE: THE FOLLOWING POLICIES PROVIDING NUTRITION AND MEAL REQUIREMENTS, ETC. ARE REQUIRED ONLY IF YOUR CHARTER SCHOOL RECEIVES FEDERAL FUNDS UNDER EITHER *THE CHILD NUTRITION ACT OF 1966* (42 USC § 1771), and/or *THE NATIONAL SCHOOL LUNCH ACT* (42 USC § 1751). The Healthy, Hunger-Free Kids Act of 2010 (42 USC § 1758b) requires that parents, students, Charter School staff, administrators, Directors, food services staff, school health professionals, teachers of physical education, and the public be allowed to provide input on the development of this policy. This model policy is intended only as a starting point for this dialogue.]

It is the goal of the _____ Charter School to strive to make a significant contribution to the general well being, mental and physical capacity, and learning ability of each student and afford them the opportunity to fully participate in the education process. The _____ Charter School promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The Charter School supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, our school contributes to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

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

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

Definition

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

Goals for Wellness Promotion

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

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

1. Ensure that foods sold at school during the school day meet or exceed the nutritional standards required by the USDA's National School Lunch Program, the National School Breakfast Program, and the Smart Snacks in Schools regulations. Exceptions can be made for infrequent food sales and fundraisers that occur no more than the number of times determined appropriate by the Idaho State Department of Education during the school year and are not held during school meal times. Fundraisers will be tracked at each school site by a designee of the Executive Director in charge of compliance at that site;

3. Ensure that non-compliant and non-exempt fundraising food sales will not occur on school grounds during the school day. The Charter School operates under United States Department of Agriculture (USDA) program regulations of the National School Lunch Program, National School Breakfast Program, and the Smart Snacks in Schools regulations. These regulations apply to food sold during the school day in school stores, vending machines, and other venues. (Note: There are many healthy fundraising options available to schools including selling books, fresh produce, school spirit merchandise, or other non-food items during the school day. Fundraising activities involving the sale of food consumed outside of school, such as frozen pizza sales, are exempt from the nutrition standards.);

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

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

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

1. Ensure that the Charter School become certified as a Healthier US Schools Challenge schools and/or enroll as a Team Nutrition schools;
2. Host at least one health fair each year;
3. Draft and regularly distribute a wellness newsletter for students and parents;
4. Review Smarter Lunchroom Movement best practices and evaluate each school's ability to implement them;
5. Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program including education, health, and food services;
6. Provide _____ minutes of physical education per week to elementary students and _____ minutes per week to middle school students;
7. Offer a recognition or reward program for students who exhibit healthy behaviors.

8. Start a walking or physical activity club at each school;
9. Offer at least _____ after school physical activity programs;
10. Ensure students have access to hand-washing facilities prior to meals;
11. Annually evaluate the marketing and promotion of the school meal program;
12. Share school meal nutrition information with students and families;
13. Offer students taste-testing or menu planning opportunities;
14. Participate in Farm to School activities and/or have a school garden;
15. Advertise and promote nutritious foods and beverages on school grounds;
16. Offer nutritious foods and beverages at lower prices than other foods and beverages;
17. Offer fruits or non-fried vegetables everywhere foods are sold;
18. Use student feedback to improve the quality of the school meal programs;
19. Offer a staff wellness program;
20. Provide Charter School staff with adequate pre-service and ongoing in-service training that focuses on program administration, nutrition, physical activity, safety, the importance of modeling healthy behaviors, and strategies for behavioral change; and
21. Participate in community partnerships to support wellness programs, projects, events, or activities.

Nutrition Standards

To promote student health and reduce childhood obesity, the Charter School shall-comply with the nutrition standards established by the USDA with respect to all food that is available on school grounds during the school day.

Community Participation

The Charter School shall invite parents, students, representative food service staff of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public to participate in the development, implementation, and periodic review of this policy.

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

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

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

Record Retention

The Charter School shall retain the following records relating to the wellness policy:

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

Monitoring Compliance

The Executive Director shall designate one or more Charter School officials or school officials to ensure that each school complies with this policy.

Cross-Reference:
2310 Nutrition Education
2315 Physical Activity Opportunities and Education
8230 Nutrition Standards

Legal Reference:
Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004
42 USC § 1758b, Section 204 Healthy and Hunger-Free Kids Act of 2010
42 USC § 1771 et seq. Child Nutrition Act of 1966
42 USC § 1751 et seq. National School Lunch Act
7 CFR Part 210 Nutrition School Lunch and School Breakfast Programs: Final Rule
7 CFR § 210.30 Local School Wellness Policy
Smart Snacks in School Regulations by the United States Department of Agriculture

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

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS 8210

[NOTE: THE FOLLOWING POLICIES PROVIDING NUTRITION AND MEAL REQUIREMENTS, ETC. ARE REQUIRED ONLY IF YOUR CHARTER SCHOOL RECEIVES FEDERAL FUNDS UNDER EITHER *THE CHILD NUTRITION ACT OF 1966* (42 USC § 1771), and/or *THE NATIONAL SCHOOL LUNCH ACT* (42 USC § 1751).]

Charter School Nutrition Committee

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

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

Committee membership will consist of:

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

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

Development

To help with the initial development of the Charter School's wellness policies, the Charter School will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of this assessment will be compiled to identify and prioritize needs.

Monitoring

The Executive Director or designee will ensure compliance with established Charter School nutrition and physical activity wellness policies. As appropriate, the designee with authority will

ensure compliance with those policies in his or her school and will report on the school's compliance with the Executive Director or designee.

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

The Executive Director or designee will develop a summary report every three years on compliance with the Charter School's established nutrition and physical activity wellness policies. That report will be provided to the school board and may also be distributed to school health councils, parent/teacher organizations, school principals, and school health services personnel in the Charter School.

Legal Reference: Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004
42 USC § 1758b, Section 204 Healthy and Hunger-Free Kids Act of 2010
42 USC § 1771 et seq. Child Nutrition Act of 1966
42 USC § 1751 et seq. National School Lunch Act

Other References: Idaho Wellness Policy Progress Report, Idaho State Department of Education
Implementation and Monitoring Plan, Idaho State Department of Education
Wellness Policy Guidelines—Elements of Implementation for Final Rule, Idaho State Department of Education

Policy History:
Adopted on:
Revised on:
Reviewed on:

NON-INSTRUCTIONAL OPERATIONS 8220

[NOTE: THE FOLLOWING POLICIES PROVIDING NUTRITION AND MEAL REQUIREMENTS, ETC. ARE REQUIRED ONLY IF YOUR CHARTER SCHOOL RECEIVES FEDERAL FUNDS UNDER EITHER *THE CHILD NUTRITION ACT OF 1966* (42 USC § 1771), and/or *THE NATIONAL SCHOOL LUNCH ACT* (42 USC § 1751).]

Food Services

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

Community Involvement

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

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

United States Department of Agriculture Foods

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

Qualifications of School Food Service Staff

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

responsibility. The Charter School may work with the School Nutrition Association for professional development offerings.

Free and Reduced Price Food Services

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

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

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

Summer Food Service Program

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

Legal Reference:	42 U.S.C. 1751 et seq.	National School Lunch Act
	7 CFR Parts 210.12	Student, Parent, and Community Involvement

Policy History:
Adopted on:
Revised on:
Reviewed on:

{{Full_Charter_School_Heading}}

NON-INSTRUCTIONAL OPERATIONS **8230**

NOTE: THE FOLLOWING POLICIES PROVIDING NUTRITION AND MEAL REQUIREMENTS, ETC. ARE REQUIRED ONLY IF YOUR CHARTER SCHOOL RECEIVES FEDERAL FUNDS UNDER EITHER THE CHILD NUTRITION ACT OF 1966 (42 USC § 1771), and/or THE NATIONAL SCHOOL LUNCH ACT (42 USC § 1751).

Nutrition Standards

The Charter School shall provide school meals which meet or exceed the nutritional standards required by United States Department of Agriculture (USDA) program regulations of the National School Lunch Program (NSLP) and the National School Breakfast Program (SBP). Additionally, the Charter School shall comply with requirements of the Healthy and Hunger Free Kids Act of 2010 and the Smart Snacks in Schools standards with regard to the nutritional content of all food sold or provided by the school, including school meals, *a la carte* items, foods sold from vending machines, and foods sold for fundraisers. The Charter School permits the sale or distribution of nutrient dense, Smart Snack compliant foods for all school functions and activities as well as non-food items. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the Charter School has adopted the federal nutrition standards cited above for the sale of foods and beverages on school grounds.

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

Calorie Range: The School shall ensure the meals offered to children comply with USDA calorie levels.

Trans Fat: The School shall eliminate foods containing trans-fat on the nutrition label.

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

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

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

Water: The School shall make water available to students during meal service free of charge.

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

Sodium: The School shall limit sodium to meet NSLP and SBP standards.

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

Cross Reference: 2305 Nutrition Services
8250 Guidelines for Food and Beverages Sales

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

Other Reference: http://www.sde.idaho.gov /cnp/sch0mp/snacks.html

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS 8235

Water Consumption/Water Bottle Policy

The Board of Trustees recognizes the importance of water consumption and encourages increased consumption of water throughout the day. Staff members should be particularly sensitive to student needs for water during periods of hot weather. Students shall be allowed to carry water bottles during the school day using the water bottle policy shown below. Teachers may need to call for extra water breaks too. Even during periods of moderate temperature, staff members should remind students of the value of consuming water.

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

Water Bottle Policy

When students bring water bottles for use during school:

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

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8240**

[NOTE: THE FOLLOWING POLICIES PROVIDING NUTRITION AND MEAL REQUIREMENTS, ETC. ARE REQUIRED ONLY IF YOUR CHARTER SCHOOL RECEIVES FEDERAL FUNDS UNDER EITHER *THE CHILD NUTRITION ACT OF 1966* (42 USC § 1771), and/or *THE NATIONAL SCHOOL LUNCH ACT* (42 USC § 1751).]

School Meals

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

National School Lunch Program and the National School Breakfast Program

1. The full meal program will follow the United States Department of Agriculture (USDA)'s National School Lunch Program (NSLP) and the National School Breakfast Program (SBP) Nutrition Standards as well as Smart Snacks in Schools regulations, and offer a variety of fruits and vegetables. All of the grains served shall be whole grain rich;

2. The meals served will be appealing and attractive to children; and

3. The NSLP and SBP provider shall follow the Nutrition Standards for these programs when determining the items in a la carte sales.

Breakfast

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

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

Lunchroom Climate

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

Meal Times and Scheduling Recommendations

The Charter School, to the greatest extent possible, should:

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

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

Policy History:
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Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8245**

[NOTE: THE FOLLOWING POLICIES PROVIDING NUTRITION AND MEAL REQUIREMENTS, ETC. ARE REQUIRED ONLY IF YOUR CHARTER SCHOOL RECEIVES FEDERAL FUNDS UNDER EITHER *THE CHILD NUTRITION ACT OF 1966* (42 USC § 1771), and/or *THE NATIONAL SCHOOL LUNCH ACT* (42 USC § 1751).]

Unpaid School Meal Charges

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

Unpaid Meal Charges

When a student's school meal account funds are exhausted, a student paying the full or reduced price for meals may charge no more than _____ meals or $_____ to his or her school meal account. Students may charge breakfasts and/or lunches and/or afternoon snacks up to the maximum amount. Charging of *a la carte* or extra items to a student's account will not be permitted.

Students who have charged the maximum amount allowed will not **[OPTIONAL:** will**]** be allowed to charge further meals until the negative account balance has been paid in full. However, such students will be allowed to purchase a meal if the student pays for the meal when it is received.

[SELECT ONE]

[OPTION 1: Students who have charged the maximum amount and cannot pay out of pocket for a meal will not be provided an alternate meal.**]**

[OR]

[OPTION 2: Students who have charged the maximum amount and cannot pay out of pocket for a meal will be provided an alternate meal which meets the federal requirements for reimbursement. Alternate meals shall be provided for **breakfasts and/or lunches and/or afternoon snacks**. This meal shall be provided at **[SELECT ONE: no cost OR a cost of $_____, which shall be charged to the student's account]. Such alternate meals shall be provided no more than _____ times per school year.]]**

[OPTIONAL: The Charter School shall place the cashier station before the serving area to avoid requiring a student to return a meal if they are found to have reached the maximum charge amount.**]**

Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases.

[SELECT ONE]

[OPTION 1: The Charter School will make reasonable efforts to notify families when meal account balances reach _____ dollars, prior to going into a negative balance. If an account does have a negative balance, additional communications will be advanced to the family in order to seek payment for the negative fund balance and to re-establish a positive account balance for the student's use. At least one written warning shall be provided to a student and his or her parent or guardian prior to denying meals for exceeding the Charter School's charge limit. Families will be notified by **[automated calling system and/or a letter sent home with the student and/or by mail and/or by email]**.]

OR

[OPTION 2: The Board directs the Executive Director to draft a procedure detailing the manner in which notice of low account balances shall be given. The Charter School will make reasonable efforts to notify families when meal account balances are low. The District will make reasonable efforts to collect unpaid meal charges. At least one written warning shall be provided to a student and his or her parent/guardian prior to denying meals for exceeding the Charter School's charge limit. Families will be notified by **[automated calling system and/or a letter sent home with the student and/or by mail and/or by email]**.**]**

This notice may include a copy or description of this policy and information regarding how to apply for free or reduced price meals, including contact information for the [federal programs director], who can help them with the application process. Active efforts to encourage eligible households to apply for free or reduced lunch may be used to prevent meal charges.

If payment of the negative balance is not received within _____ days of the maximum charge limit being attained, the debt will be turned over to the Superintendent or the Superintendent's designee for collection. If the debt is not paid within _____ days of mailing the final notice of the negative account balance, it shall be considered bad debt for the purposes of federal law concerning unpaid meal charges. Such bad debt must be restored using non-federal funds, from sources such as the District's general fund, special funding from state or local governments, or other sources.

Efforts to collect payment may include use of collection agencies, small claims court, or any other method permitted by law, provided the benefits of potential collections outweigh the costs incurred to achieve those collections.

Students and parents/guardians of students are encouraged to prepay meal costs. Payments for school meals may be made by **[SELECT ANY OPTIONS THAT APPLY. IF ANY METHOD OF PAYMENT, SUCH AS PAYING ONLINE, INCURS AN ADDITIONAL FEE, INCLUDE A DESCRIPTION OF THIS FEE. AT LEAST ONE METHOD OF PAYMENT MUST BE FREE OF CHARGE]**:

1. Bringing payment to the school or Charter School office;
2. Making payment on the Charter School website; or
3. **[OTHER METHODS OF PAYMENT]**

Notification

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

Records

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

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

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

[OPTIONAL: Charitable Assistance

The Charter School may establish an unpaid meal charges fund to cover the cost of unpaid meal charges. Charitable groups, individuals, school fundraisers, and others may donate to this fund. Parents/guardians of children who pay the full amount for school meals and who have funds left over in their school meals account at the end of the school year may be offered the option of donating these funds to the unpaid meal charges fund.

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

Other Reference: 2017 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, United States Department of Agriculture
Unpaid Meal Charges: Guidance Q&As, March 23, 2017, United States Department of Agriculture

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

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS 8250

[NOTE: THE FOLLOWING POLICIES PROVIDING NUTRITION AND MEAL REQUIREMENTS, ETC. ARE REQUIRED ONLY IF YOUR CHARTER SCHOOL RECEIVES FEDERAL FUNDS UNDER EITHER *THE CHILD NUTRITION ACT OF 1966* (42 USC § 1771), and/or *THE NATIONAL SCHOOL LUNCH ACT* (42 USC § 1751).]

Guidelines for Food and Beverages Sales

This policy shall apply to all foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte snack lines, fundraisers, school stores, etc.

The Charter School encourages the use of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. At any school function (parties, celebrations, feasts, sporting events, etc.) healthy food choice options should be available. All foods will adhere to Smart Snack regulations, unless approved by an administrator as an exemption.

Elementary Students

The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, vegetables, and whole grains.

Middle/Junior High and High Students

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day will meet the nutrition standards found in the Smart Snacks in Schools regulations.

Vending Machines

The Board of Directors has determined that there shall be no installations of vending machines except as approved by the Executive Director. The Executive Director will have the authority to determine whether such machines may be installed, where they will be placed, and during which hours they might be used. All revenue produced from this source shall be deposited in the designated activity fund as approved by the Board. Revenues may be spent only on those purposes for which general revenue may be expended.

All vending sales shall comply with the standards of the Smart Snacks in Schools regulations and documentation of compliance shall be retained.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage and will meet the standards of the Smart Snacks in Schools regulations. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The District will disseminate a list of healthful snack items to teachers, after- school program personnel, and parents. The District will also use the Smart Snacks calculator.

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Fundraising Activities and Concessions

Any fundraising requires administrative approval and will be tracked by event.

Any food items sold at the school site during the school day, defined as from midnight until a half-hour after the end of the instructional day, and intended for consumption there, must meet the requirements of the Smart Snacks in Schools regulations, except for exempt fundraisers. The number of exempt fundraisers held annually may not exceed the number established by the Idaho State Department of Education unless special permission is granted by the State Department of Education.

Any fundraising activities that involve foods not intended for consumption in schools, such as the sale of cookie dough or frozen pizza outside of school, shall also be exempt.

Foods sold at exempt fundraisers may not be sold in competition with school meals in the food service area during any meal service. To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The following recommendations are made to promote healthy choices for children related to fund-raising activities supported by the school:

1. Offer only non-food items that raise funds such as books, gift wrap, candles, plants, flowers, school promotional items, etc.; and
2. Whenever food and beverages are sold that raise funds for the school through fundraisers exempted as outlined above, include healthy food choices as well.

Organizations operating concessions at school functions should include healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower price to encourage selection by students. If these foods and beverages are consumed on school grounds, during the school day, and are not exempt fundraisers, they must comply with the Smart Snacks in Schools regulations.

School-Sponsored Events

Foods and beverages sold at school-sponsored events during the school day, from midnight until a half-hour after the end of the instructional day, and held on school grounds (such as, but not limited to, athletic events, dances, or performances) will meet the nutrition standards outlined in the Smart Snacks in Schools regulations, unless they are exempt fundraisers as described above. However, the Smart Snacks in Schools standards do not apply to items sold during non-school hours.

Cross Reference: 3420 Student Fund Raising Activities

Legal Reference: Smart Snacks in School Regulations by the United States Department of Agriculture.

Other Reference: http://www.sde.idaho.gov/cnp/sch-mp/snacks.html

Policy History:
Adopted on:
Revised on:
Reviewed on:

Teacher to Student Incentive

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

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

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

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

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

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

1. Select a paperback book;
2. Enter a drawing for donated prizes;

3. Take a trip to the treasure box stocked with non-food items;
4. Get stickers, pencils, and other school supplies;
5. Receive a video store or movie theater coupon;
6. Get a set of flash cards printed from a computer; and
7. Receive a “mystery pack” including items such as a notepad, folder, sports card, etc.

Policy History:
Adopted on:
Revised on:
Reviewed on:

NON-INSTRUCTIONAL OPERATIONS 8300

Emergency and Disaster Preparedness

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

Development of Crisis Management Plan

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

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

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

Each Charter School Administrator and site manager shall receive a copy of the Crisis Management Plan and shall provide inservice training on plan implementation.

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

Legal Reference: IDAPA 08.02.04.300 Public Charter School Responsibilities

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8300P1**

Emergency and Disaster Preparedness

[DISCLAIMER: THE EMERGENCY AND DISASTER POLICIES CONTAINED HEREIN ARE FOR INFORMATIONAL PURPOSES ONLY. THE POLICIES ARE A SAMPLE OF THE POLICIES THAT A CHARTER SCHOOL MAY CHOOSE TO INCORPORATE. CONTACT YOUR LOCAL LAW ENFORCEMENT, MEDICAL PROVIDERS, AND/OR COUNTY OFFICES FOR PARTICULAR POLICIES THAT ARE APPLICABLE TO YOUR CHARTER SCHOOL.]

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

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

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

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

The interagency agreements have fostered stronger collaborative relationships and have led to improved communication about students and family events that could impact the schools.

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

Possible Hazards in Idaho

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

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

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

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

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

1. All employees be informed about the emergency plans and procedures to be followed at their work site to ensure their safety and the safety of others;
2. Students and employees practice the emergency procedures implemented at their school or work site;

3. Parents are advised of the emergency procedures developed at the school their child attends by September 30;
4. If materials and supplies beyond those normally provided by the Charter School are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order; and
5. This policy is reviewed annually.

Sequence of Crisis Management

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

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

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

Mitigation and Prevention

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

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

Preparedness

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

1. Determine what crisis plans exist in the School and community;
2. Identify all stakeholders involved in crisis planning;
3. Develop procedures for communicating with staff, students, families, and the media;
4. Establish procedures to account for students during a crisis;

5. Gather information about the school facility, such as maps and the location of utility shutoffs; and
6. Identify the equipment that needs to be assembled to assist staff in a crisis.

Response

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

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

Recovery

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

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

Prepare for Immediate Response

When a crisis occurs, quickly determine whether students and staff need to be evacuated from the building, returned to the building, or locked down in the building. Plan action steps for each of these scenarios.

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

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

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

Define Roles and Responsibilities

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

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

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

Assigned Roles for School Staff During a School Emergency

Executive Director:

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

Administration/Designated Staff _____:

1. From the Charter School offices, directs all Charter School office staff;

2. Establish and maintain lines of communication between the Charter School and the emergency site. For off campus emergencies, lines of communication must be established for the involved school, as well. Such lines of communication may also include couriers;
3. Manage the teachers and classified staff from the Charter School office;
4. Assign resources (persons and materials) to various sites for specific needs;
5. Communicate with other locations in the Charter School during the emergency period; and
6. Arrange for the delivery of outside services and materials needed for the management of the emergency.

Administration/Designated Staff _____ :

1. Establish and implement a plan for the crisis. Form and coordinate crisis teams;

2. Maintain an active file of helping agencies within the community. The names of contact persons will be included;

3. Maintain an active file of community persons, such as counselors, doctors, psychologists, and ministers. Information regarding services and follow-up services will be included;

4. Create letters to notify parents of continuing care that is available to students. Available care will include local and State agencies, as well as school-based care;

5. Develop an information sheet for parents, teachers, and others. Information will include topics such as talking with students, signs of depression, and others relating to crisis stress;

6. Develop a schedule for activities for the first day of school following the crisis with support services;

7. Maintain follow-up activities such as referrals for help outside the school services setting;

8. Report immediately to the local hospital if students or adults are being sent to that hospital for treatment. If more than one hospital is admitting students or adults, coordinate communication among those hospitals and the Charter School. Assign and direct other Charter School ~~istrict~~ staff to assist in those hospitals;

9. Coordinate communication between the hospital and the Charter School office;

10. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital; and

11. Be aware of the requirements of the Health Insurance Portability and Accountability Act and provide all appropriate information based on those requirements.

Administration/Designated Staff _____:

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

Administration/Designated Staff _____:

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

Director of Community Relations:

1. Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs;
2. Plan and coordinate press interviews to help the news media meet deadlines;
3. Create and disseminate press releases;
4. Respond to rumors through the dissemination of accurate information;
5. Organize a network of key people, such as police, fire, and health authorities, within the community through which accurate information can be disseminated;
6. Be aware of the requirements of the Freedom of Information Act/Idaho Public Writings Act and provide all appropriate information based on those requirements;
7. Plan and coordinate live and taped presentations. Press conferences can go out live. Updates for the public can be taped and aired as needed;
8. Coordinate information to be shared with school and Charter School personnel during and after the crisis;

9. Act as a liaison between the media and Charter School personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruption;
10. Arrange interviews for the media with key school and Charter School staff who are involved in the emergency or who act as spokespersons for the Charter School; and
11. Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place.

Administration/Designated Staff (as applicable):

In the event of a school crisis:

1. Be familiar with central office support available to the school; and
2. Make a school crisis plan, crisis management handbook, and emergency management kit readily available to appropriate staff.

In the event of Charter School crisis:

1. Remain at your respective location until the end of the school day;
2. When all students and staff members have left campus for the day, be prepared to report to the Executive Director; and
3. Perform tasks assigned by the Executive Director.

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8300P2**

Explosion or Fallen Aircraft Procedure

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

1. Immediately take cover under tables, desks, and other objects which will give protection against falling glass or debris.

2. After the effects of the explosion and/or fire have subsided, notify the Charter School Office. Give your name and describe the location and nature of the emergency.

3. If necessary, or when directed to do so, activate the building alarm.

4. When the building evacuation alarm is sounded or when told to leave by Charter School or building officials, walk quickly to the nearest marked exit and ask others to do the same.

5. Assist people with handicaps in exiting the building. Do not use elevators in case of fire. Do not panic or create panic in others.

6. Once outside, move to a clear area that is at least 500 feet away from the affected building. Keep streets and walkways clear for emergency vehicles and crew. Know your assembly points.

7. If requested, assist emergency crews as necessary.

8. Do not return to an evacuated building unless told to do so by a Charter School or building official.

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8300P3**

Hazardous Material Spill

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

1. Any spill of hazardous chemicals or radioactive materials will be reported immediately to the Charter School office, which shall immediately report the spill to appropriate local, state and federal agencies to respond and initiate remedial measures.

2. When reporting, be specific about the material involved and approximate quantities. The Executive Director or designee shall initiate the appropriate hazardous material response teams to effectively clean up the spill.

3. The Emergency Coordinator/designated employee on site should vacate the affected areas at once and seal it off to prevent further contamination of other areas until the arrival of the Executive Director. At no time should someone re-enter an area that has already been evacuated.

4. If evacuation is required, the responsible person on site shall activate the building alarm and follow standard evacuation routes that do not cross the area where the spill is located.

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8300P4**

Bomb Threat

1. If you observe a suspicious object or potential bomb on Charter School property, **DO NOT HANDLE THE OBJECT!** Clear the area immediately and call the Executive Director.

2. Any person receiving a phone call bomb threat should attempt to ask the caller:

   A. When is the bomb going to explode?
   B. Where is the bomb located?
   C. What kind of bomb is it?
   D. What does it look like?
   E. Why did you place the bomb?
   F. What is your name?

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

3. Keep talking to the caller as long as possible and record the following:

   A. Time of call;
   B. Age and sex of caller;
   C. Speech pattern, accent, possible nationality, etc.;
   D. Emotional state of caller; and
   E. Background noise.

4. AFTER THE CALL, IMMEDIATELY DIAL *69. IF THE CALLER'S NUMBER IS AVAILABLE, YOU WILL NEED TO NOTE THE NUMBER AND REPORT IT TO THE EXECUTIVE DIRECTOR.

5. Report the incident immediately to the Executive Director. The Executive Director will notify the Emergency Coordinator. A decision will be made as to whether the building or area will be evacuated.

6. **Building or Buildings Not Evacuated:** The Executive Director or designated Emergency Coordinator may lead a search of the area. Employees in the affected area may be asked to assist in identifying items or conducting a brief search under the direction of the Executive Director.

7. **Building or Buildings Evacuated:** Once a decision is made by the Executive Director to evacuate the building, relay information directing others to evacuate the building. After your

responsibilities are complete, calmly evacuate the building. Once outside, stay away from buildings, vehicles, and trash containers.

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8300P4F**

Bomb Threat Report Form

Time call received: _____ Date: _____

Exact words of person making the call:

_____

_____

_____

_____

_____

_____

_____

_____

Questions to Ask

When is the bomb going to explode? _____

Where is the bomb right now? _____

What kind of bomb is it? _____

What does it look like? _____

Why did you place the bomb? _____

What is your name? _____

Are you a student? _____

Location where call was received: _____

Telephone number where call was received: _____

Description of Caller's Voice: □ Male □ Female □Tone/accent: _____

Background noise: _____

Violent or Criminal Behavior

Immediately contact the Executive Director if hostile or violent behavior, actual or potential, is witnessed.

1. Initiate immediate contact with security to ensure that a timely response is begun before a situation becomes uncontrollable.

2. Leave the immediate area whenever possible and direct others to do so.

3. Should gunfire or explosives threaten the campus, you should take cover immediately using all available concealment. Close and lock doors when possible to separate yourself and others from the armed suspect.

Hostage Situation

If taken hostage:

1. Be patient. Time is on your side. Avoid drastic action.

2. The initial 45 minutes are the most dangerous. Follow instructions and be alert. Captors could be emotionally unbalanced. Don't make mistakes which could harm your well-being.

3. Don't speak unless spoken to, and then only when necessary. Don't talk down to or attempt to rationalize with the captor. Avoid appearing hostile. Maintain eye contact with the captor at all times if possible but do not stare.

4. Try to rest. Avoid speculating. Comply with instructions as best you can. Avoid arguments. Expect the unexpected, including severe mood swings, irrational actions, etc. Displaying a certain amount of fear may work to your advantage.

5. Do not make quick or sudden moves. If you must go to the bathroom or need medications or first aid, ask your captors.

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

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

Earthquake

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

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

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8300P7**

Severe Weather Emergency: Tornado or Lightning Procedure

The designated Charter School personnel will monitor the National Weather Service and will initiate notifications when severe weather bulletins are issued for the immediate area.

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

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

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

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

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

Natural Gas Leak

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

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

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

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

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8300P9**

Broken Water Main

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

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

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

Disclaimer:

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

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8310**

Automated External Defibrillators

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

The Executive Director shall assign an AED Team Coordinator. The Executive Director and AED Team Coordinator will request individuals to be part of the AED Team. The AED Team shall work with the Charter School to implement and maintain the AED program.

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

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

Employees will be authorized to utilize an AED only after successfully completing initial and recurrent training courses approved by the American Heart Association for AEDs and CPR. The Charter School will provide American Heart Association AED training for employees deemed to require such training by the AED Team or Executive Director. Employees who are certified will be designated as authorized users after a review of their credentials and approval by the school physician.

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

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

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

Automated External Defibrillators

_____ CHARTER SCHOOL
AUTOMATED EXTERNAL DEFIBRILLATOR (AED)
CERTIFIED USERS

Building _____

Name	**Room No.**	**Certifying Agency**	**Certificate Number**	**Expiration Date**

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8310F2**

Automated External Defibrillators

_____ CHARTER SCHOOL
AUTOMATED EXTERNAL DEFIBRILLATOR (AED)
INSPECTION AND INVENTORY

Building: _____

Device Location: _____

DATE **TIME** **r-Routine p-Post Use**										
Inventory Items:										
Storage cabinet intact										
AED exterior intact										
Battery installed and functional										
Spare battery available										
AED self test										
AED user guide available										
CPR guide available										
Two sets of electrodes										
Two Incident report forms										
Pen										
Two Mouth barrier devices										
Razor										
Scissors										
Two pairs of Non-latex gloves										
Gauze pads or towel										
Initials of Inspector										

Corrective Action Required and Completed:

Date	Details	Reported to Executive Director	Initials

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8310F3**

Automated External Defibrillators

_____ CHARTER SCHOOL
AUTOMATED EXTERNAL DEFIBRILLATOR (AED)
INCIDENT REPORT

Date of Incident: _____ Time of Incident: _____

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

_____

Patient's Age: _____ Patient's Gender: _____ Male _____ Female

CPR prior to defibrillation: _____ Attempted _____ Not Attempted

Cardiac Arrest: _____ Not Witnessed _____ Witnessed by Bystander
_____ Witnessed by AED team member

Estimated time (in minutes) from arrest to CPR: _____

Shock: _____ Indicated _____ Not Indicated

Estimated time (in minutes) from arrest to 1st AED shock: _____

Number of shocks: _____

Additional Comments: _____

_____

Patient Outcome at Incident Site:

_____ Return of pulse and breathing □ _____ No return of pulse or breathing

_____ Return of pulse with no breathing _____ Became responsive

_____ Return of pulse, then loss of pulse _____ Remained unresponsive

Name of AED Operator: _____

Transporting Ambulance: _____

Name of Facility Patient was Transported to: _____

Name of Emergency Health Care Provider: _____

_____ _____

Signature of Health Care Provider Date of Report

This report is to be completed by the Emergency Health Care Provider or AED User within 5 business days of use of an AED.

The completed report must be mailed/returned to: _____

Automated External Defibrillators

AED Program Implementation and Procedures

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

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

Identify the AED Team

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

Coordinate with Local Emergency Medical Services (EMS)

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

Prescription from Physician/Medical Direction

A collaborative agreement must be established between the Charter School and a physician to oversee the administration of the District's AED program. This collaborative agreement will be

renewed on a biannual basis starting from the date of the original agreement. The physician will review the Charter School plan and suggest modifications at least annually.

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

AED Equipment and Vendor Selection

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

1. How many AEDs can be purchased or are being donated and where to locate each AED. Locations should be reevaluated when and if additional units are purchased or donated;
2. Reputation of the AED manufacturer for product quality, reliability, and customer service;
3. Compatibility with the equipment of the local EMS;
4. Easy operation with clear voice prompts;
5. Biphasic technology and ability to adjust shocks and energy levels to match the victim's needs;
6. Defibrillation electrodes that are pre-connected to the AED;
7. Maintenance-free batteries;
8. Direct field service team for on-site download of AED data;
9. Validated computer-based refresher training;
10. Availability of reduced energy defibrillation electrode for victims younger than eight years of age; and
11. Vendor ability to provide a complete implementation solution.

Additional Development of Procedures

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

1. Actions those who witness a cardiac emergency should take, such as one person starting CPR while others rush for the AED, notify the main office, and make sure local EMS is called;

2. How to notify internal trained responders using walk-talkies, cell phones, radios, or the building public address system, for example;

3. Who is responsible for bringing the AED to a victim;

4. Who will notify the community's EMS team, such as by using a phone near the AED or alerting the main office to call local EMS;

5. How EMS will be directed to the exact location within the school, perhaps by having someone meet paramedics at the front door and escort them to the victim;

6. Standing orders stating when the AED should be used (only on victims who are unconscious, without a pulse, and who show no signs of circulation nor normal breathing);

7. Procedures to follow if an AED is moved from the building to a playing field, such as notifying the main office or school nurse about its location and how to contact the person who has it (via cell phone or radio for example);

8. How to handle data the AED records during use, including the patient's heart rhythm, AED analysis, and any shock delivered; and

9. What to do after an event, such as downloading and transferring data from an AED, notifying the medical director, reviewing the event to determine how procedures might be improved, replenishing supplies, returning the AED to service, and stress debriefing to help responders handle their emotions after a rescue effort.

Responsibility for Operation, Maintenance, and Record-Keeping

The school nurse or designated employee at each building in which an AED is installed shall be responsible for the following:

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

If the nurse or designated employee notes any problems, or the AED's self-diagnostic test has identified any problems, or the unit is placed "out-of-service", the nurse shall contact the Executive Director and all members of the AED Team immediately.

After performing an AED check, the nurse or designated employee shall make note on an AED service log indicating that the unit has been inspected and that it was found to be "In-Service" or "Out-of-Service."

The AED Team coordinator shall be responsible for the following:

1. In the absence of the school nurse or designated employee, the AED Team Coordinator shall complete the school nurse's responsibilities stated above. In the event the AED Team coordinator is not available weekly to perform these responsibilities (such as during spring, winter, or summer break), the AED Team coordinator shall designate an individual who will be available during these times. The designated individual shall be on the AED Team and be trained on the responsibilities stated above.

2. Maintain on file all specifications and technical information sheets for each approved AED model assigned or donated to the Charter School or building.

3. Maintain copies of the certifications and training records of the AED Team, including CPR and AED certification.

4. Provide and schedule opportunities for training certification and refresher training.

5. Assist the Charter School with proper in-house training for other individuals.

6. Report the need for revising the AED policy and procedures

Refresher Training

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

Health Insurance Portability and Accountability Act (HIPAA)

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

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

Fire Drills and Evacuation Plans

Goal

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

Frequency

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

First Evacuation Drill

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

Time

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

Assembly Points

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

Record Keeping

Records shall be maintained of emergency evacuation drills and include:

1. Identity of the person conducting the drill;
2. Date and time of the drill;
3. Notification method used;
4. Staff members on duty and participating;
5. Number of occupants evacuated;

6. Special conditions simulated;
7. Problems encountered;
8. Weather conditions when occupants were evacuated; and
9. Time required to accomplish a complete evacuation.

Fire Safety and Fire Evacuation Plans

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

Fire Evacuation Plan

The fire evacuation plan must include:

1. Emergency egress or escape routes and whether evacuation of the building is to be complete or, where approved, by selected floors or areas only;
2. Procedures for employees who must remain to operate critical equipment before evacuating;
3. Procedures for accounting for employees and occupants after the evacuation has been completed;
4. Identification and assignment of personnel responsible for rescue or emergency medical aid;
5. The preferred and any alternative means of notifying occupants of a fire or emergency;
6. The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization;
7. Identification and assignment of personnel who can be contacted for further information or explanation of duties under the plan; and
8. A description of the emergency voice or alarm communication system alert tone and preprogrammed voice messages, where provided.

Fire Safety Plans

The fire safety plan must include:

1. The procedures for reporting a fire or other emergency;
2. The life safety strategy and procedures for notifying, relocating, or evacuating occupants;
3. Site plans indicating the following:

    A. The occupancy assembly point;
    B. The location of fire hydrants; and
    C. The normal routes of fire department vehicle access

4. Floor plans identifying the locations of the following:

    A. Exits;

B. Primary evacuation routes;
C. Secondary evacuation routes;
D. Accessible egress routes;
E. Areas of refuge;
F. Manual fire alarm boxes;
G. Portable fire extinguishers;
H. Occupant-use hose stations; and
I. Fire alarm annunciators and controls.

5. A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures;
6. Identification and assignment of personnel responsible for maintenance of systems and equipment installed to prevent or control fires; and
7. Identification and assignment of personnel responsible for maintenance, housekeeping, and controlling fuel hazard sources.

In the Event of a Fire

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

Do not use any elevators in the event of a fire.

In the event of a fire:

1. Promptly direct the charge of the fire extinguisher toward the base of the flame. If an emergency exists, activate the building alarm and contact the Executive Director.

    A. If a minor fire appears controllable, immediately contact, or direct someone in the area to contact, the Executive Director.

    B. For large fires that do not appear controllable, immediately activate the building alarm and contact, or direct someone to contact the Executive Director. Close all doors while exiting the building to reduce oxygen and slow the spread of fire. Do not lock the doors!

2. Assist in the evacuation of the building. Smoke is the greatest danger in a fire, so be prepared to stay near the floor where the air will be less toxic.

3. If trapped on a second story or higher, hang an article of clothing out of the window to signal security officers. Anyone trapped in the room should remain close to the floor to avoid smoke.

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

Legal Reference:	I.C. § 41-253	Adoption of International Fire Code
	IDAPA 08.02.03.160	Safe Environment and Discipline
	IDAPA 18.01.50	Rules of the Idaho Department of Insurance, Title 01, Chapter 50, "Adoption of the 2006 *International Fire Code.*"
	2012 Idaho Fire Code	

Policy History:
Adopted on:
Revised on:
Reviewed on:

Emergency Drills, Rules, and Procedures

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

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

1. Evacuation routes will be posted in each room. These routes will indicate the primary and alternate exits and evacuation area to which the student should proceed upon leaving the building. During the first week of the school year, rules for emergency evacuation will be discussed with each class using the room;

2. A distinct alarm signal will be used for emergency drills only; another signal will be established by Charter School Administration for return to class. Building evacuations will also occur upon notification by Charter School officials or public safety officers.

3. If the Charter School implements the emergency call tree, persons with calling responsibilities are encouraged to use the following verbiage:

   "This is _____ calling from the _____ Charter School Office. The Emergency Call procedure has been activated.

   This will be followed by a script containing information relative to the emergency and specific actions to be taken.

4. No student or staff member is to remain in the building during emergency drills;

5. Staff should assist people with handicaps in exiting the building. The elevators shall not be used in case of fire and/or potential power loss.

6. All persons should exit according to their posted evacuation routes and proceed to assigned locations a safe distance from the building. If the exit is blocked, persons should use the nearest marked exit and alert others to do the same.

7. It is each student's responsibility to move quickly, quietly, and in an orderly manner through the assigned exit to the assigned evacuation area. This should be a clear area that is at least 500 feet away from the affected building. All persons shall keep out of streets, fire lanes, hydrant areas, and walkways for emergency vehicles and personnel. Students, staff, and volunteers should know their assembly points.

8. The teacher will be responsible for:

    A. Seeing that windows and doors are closed with doors locked;

    B. Assuring that electrical equipment and gas jets are turned off;

    C. Maintaining order during the evacuation; and

    D. Taking the grade book and checking roll when the class is in the assigned evacuation area. The name of any student not accounted for shall be reported immediately to the Executive Director.

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

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

Procedure History:
Promulgated on:
Revised on:
Reviewed on:

NON-INSTRUCTIONAL OPERATIONS 8500

Risk Management

The Board believes the Charter School must identify and measure risks of loss due to the damage or destruction of Charter School property or to claims against the Charter School by others claiming to have been harmed by the action or inaction of the Charter School, its offices, or staff. A risk management program shall be implemented to reduce or eliminate risks where possible, and to determine which risks the Charter School can afford to assume. Such a program shall consider the benefits, if any, of joining with other units of local government for joint purchasing of insurance, joint self-insuring, or joint employment of a risk manager. The Trustees shall assign the primary responsibility for the administration and supervision of the risk management program to a single person. The Board shall review the status of the risk management program each year.

[OPTION - The Charter School shall purchase and pay for surety bonds for the Executive Director, clerk, and such other staff and in such amounts as the Board shall from time to time determine to be necessary for honest performance of the staff in the conduct of the Charter School's financial operations.]

Cross Reference:	8520	Inspection of School Facilities
Legal Reference:	I.C. § 33-701	Fiscal Year – Payment and Accounting of Funds
	I.C. § 33-1613	Safe Public School Facilities Required
	I.C. § 33-5204	Nonprofit Corporations – Liability – Insurance
	IDAPA 08.02.04.300	Public Charter School Responsibilities

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8510**

District Safety

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

Cross Reference:	9400	Safety Program
Legal Reference:	29 U.S.C. § 651 *et seq*	Occupational Safety and Health Act

Policy History:
Adopted on:
Revised on:
Reviewed on:

NON-INSTRUCTIONAL OPERATIONS 8520

Inspection of School Facilities

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

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

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

Emergency Evacuation Plan

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

Cross Reference:	8300	Emergency & Disaster Preparedness
	8510	District Safety
	9400	Safety Program

Legal Reference:	I.C. § 33-1613	Safe Public School Facilities Required
	IDAPA 08.02.04.300	Public Charter School Responsibilities

Policy History:
Adopted on:
Revised on:
Reviewed on:

NON-INSTRUCTIONAL OPERATIONS 8530

Property Damage

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

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

If, as a result of loss on real property, the Charter School receives less than $5,000, such proceeds may be credited to the general fund.

Privately-Owned Property

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

Cross Reference: 8705 Transportation Liability Insurance

Legal Reference: I.C. § 33-701 Fiscal Year – Payment and Accounting of Funds
I.C. § 33-5204 Nonprofit Corporation – Liability – Insurance
IDAPA 08.02.04.300 Public Charter School Responsibilities

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8600**

Records Management

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

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

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

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

Record Safety

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

In creating the procedure, the Executive Director or designee shall consider the following:

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

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

Legal Reference: I.C. §§ 74-101, *et seq.* Public Records Act

Policy History:
Adopted on:
Revised on:
Reviewed on:

Retention of Charter School Records

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

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

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

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

Method of Destroying Official Records

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

Destruction of Electronic Mail/e-mail

The Charter School will store electronic mail/e-mails for a maximum period of _____. All email will be automatically deleted from the Charter School's system at the end of this retention period. It is the responsibility of every district employee to assure that Charter School documents that need to be retained for a longer period of time due to federal law, State law, or the provisions

of this policy are retained accordingly and in a different format than electronic mail. An employee's failure to retain Charter School documents accordingly could serve as a basis for discipline, up to and including possible termination.

Suspending of Destroying Official Records

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

1. If the Charter School receives a Freedom of Information Act (FOIA)/Idaho Public Writings Act request;
2. If the Charter School believes that an investigation or litigation is imminent; or
3. If the Charter School is notified that an investigation or litigation has commenced.

The Public Records Custodians[s] and Executive Director are responsible for carrying out this policy.

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

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

DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes		
AC—After closed, terminated, completed, expired, settled, or last date of contact **FE**—Fiscal Year End (June 30th)	**LA**—Life of Asset **PM**—Permanent **US**—Until Superseded	**CO** – Charter Office **SB** – School Buildings **DM** –Charter Maintenance **DT** –Charter Transportation
RECORDS DESCRIPTION	**RETENTION PERIOD**	
ADMINISTRATION—ATTENDANCE--ANNUAL ATTENDANCE SUMMARIES BY BUILDING	**PM**	**CO, SB**
ADMINISTRATION—ATTENDANCE—Enrollment attendance data	**3 yr**	**CO, SB**
ADMINISTRATION – Authorizing Entity communications, and agreements	**AC + 8 yr**	**CO**
ADMINISTRATION—BALLOTS AND OATHS OF ELECTION—until canvassed and recorded in the minutes	**Not less than 8 months following election**	**CO**
	a.	
ADMINISTRATION – Charter and all approved	**PM**	**CO**

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
amendments; sufficiency review documentation and approvals		
ADMINISTRATION – Corporate documents – Articles of Incorporation, Bylaws and any approved amendments to same.	**PM**	**CO**
ADMINISTRATION—CONTRACTS AND LEASES	**AC +6 yr**	**CO**
ADMINISTRATION—GENERAL CORRESPONDENCE	**3 yr**	**CO, SB**
ADMINISTRATION—DONATION/GIFT RECORDS	**PM**	**CO, SB**
ADMINISTRATION—BOARD MEETINGS—AGENDA AND MINUTES: Official minutes and agenda of open meetings	**PM**	**CO**
ADMINISTRATION—BOARD MEETINGS—CLOSED: Certified agendas or tape recordings of closed meetings	**PM—Restricted Access**	**CO**
ADMINISTRATION—ORGANIZATION CHARTS: Any documentation that shows program accountability	**PM**	**CO, SB, CM, CT**
ADMINISTRATION – Corporate filings with Idaho Secretary of State's Office	**PM**	**CO**
ADMINISTRATION—EDUCATION PROGRAM REVIEW RECORDS	**AC+3 yr**	**CO, SB**
ADMINISTRATION—OFFICIAL STATE DEPARTMENT AND PUBLIC CHARTER COMMISSION REPORTS	**PM**	**CO**
ADMINISTRATION—SCHOOL CERTIFICATION REPORTS	**PM**	**CO**
ANNUAL REPORTS	**PM**	**CO**
ANNUAL REPORTS – Performance Certificate	**PM**	**CO**
APPEAL AND REVIEW RECORDS—Records may include but are not limited to narrative history or description of appeal; minutes and testimony; exhibits; reports and findings of fact; final orders, opinions, conclusions, or decisions; audio recordings; hearing schedules and lists of participants; and related correspondence and documentation.	**PM**	**CO**

DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes

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RECORDS DESCRIPTION	RETENTION PERIOD	
BOARD MEMBER RECORDS—Series documents board activities and serves as a reference source for board members. Records may include but are not limited to correspondence, plans, statements of goals and objectives, minutes, committee reports, budgets, financial statements, reports, and other reference material. Records are often compiled in a notebook for each member.	**AC+3 yr** NOTE: Some materials may warrant long-term retention. These materials should be reviewed for archival materials.	**CO**
BOARD RECORDS—Series documents the official proceedings of the board meetings. Records may include agendas; minutes; meeting notices; items for Board action; Board packets, policies for approval, contested case hearings schedules; committee reports; exhibits; and related correspondence and documentation. Records may also include audio recordings of meetings used to prepare summaries.	**PM**	**CO**
COMPUTER SYSTEMS-BACKUPS—Backups on tape, disk, CD, DVD, etc. CAUTION: Records stored in this format can be subpoenaed during litigation.	**US or 1 year**	**CO**
EQUIPMENT-HISTORY FILE—Equipment service agreements, includes maintenance agreements, installation, and repair logs, etc.	**LA+3 yr**	**CO, CM, CT**
EQUIPMENT MANUALS—Instruction and operating manuals	**LA**	**CO, SB, CM, CT**
EQUIPMENT WARRANTIES	**AC+1 yr**	**CO, SB, CM, CT**
FACILITIES OPERATIONS-APPRAISALS—Building or property	**3 yr**	**CO**
FACILITIES OPERATIONS-BUILDINGS PLANS AND SPECIFICATIONS—Includes architectural and engineering drawings, etc.	**PM** For leased structures retain AC+2	**CO, CM**
FACILITIES OPERATIONS-BUILDINGS, CONSTRUCTION CONTRACT, INSPECTION RECORDS AND PROJECT FILES—Building construction contracts, surety bonds and inspection records, Planning, design, construction records, and all bids, etc.	**LA**	**CO, SB, CM**
FACILITY OPERATIONS—DAMAGE REPORTS; LOST AND STOLEN PROPERTY REPORTS	**FE+3 yr**	**CO, SB, CM, CT**
FACILITY OPERATIONS-PROPERTY DISPOSAL RECORDS—Documenting disposal of inventoried property	**PM**	**CO**

DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes

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RECORDS DESCRIPTION	RETENTION PERIOD	
FACILITY OPERATIONS-PROPERTY MANAGEMENT SEQUENTIAL NUMBER LOGS—Property logs	**US+3 yr**	**CO, SB, CM**
FACILITY OPERATIONS-SECURITY ACCESS RECORDS—Documents the issuance of keys, identification cards, passes, passwords, etc.	**AC+2 yr** AC=Until superseded, date of expiration, or date of termination, whichever is sooner	**CO, SB, CM**
FACILITY OPERATIONS-SURPLUS PROPERTY SALE REPORTS	**PM**	**CO, CM**
FACILITY OPERATIONS-UTILITY USAGE REPORTS	**1 yr**	**CO, CM**
FACILITY OPERATIONS-VEHICLE OPERATION LOGS	**1 yr**	**CO, CT**
FISCAL-ACCOUNTS PAYABLE/RECEIVABLE LEDGERS	**FE+3 yr**	**CO, SB**
FISCAL-ANNUAL FINANCIAL REPORTS	**PM**	**CO, SB, CM, CT**
FISCAL-ANNUAL OPERATING BUDGETS	**FE+3 yr**	**CO, SB, CM, CT**
FISCAL-APPROPRIATION REQUESTS—Includes any supporting documentation in the appropriation request	**FE+3 yr**	**CO, SB, CM, CT**
FISCAL-FINAL AUDIT REPORTS	**PM**	**CO, SB**
FISCAL-BANK STATEMENTS	**FE+3 yr**	**CO, SB**
FISCAL-CANCELLED CHECKS—Stubs/Warrants/Drafts	**FE+3 yr**	**CO, SB**
FISCAL-CAPITAL ASSET RECORDS	**LA+3 yr**	**CO, SB, CM, CT**
FISCAL-CASH RECORDS—Cash deposit slips; cash receipts log	**FE+3 yr**	**CO, SB**
FISCAL-DEEDS AND EASEMENTS—Proof of ownership and right-of-way on property	**PM**	**CO**
FISCAL-detail chart of accounts—One for all accounts in use for a fiscal year	**FE+3 yr**	**CO, SB**
FISCAL-EXPENDITURE JOURNAL OR REGISTER	**FE+3 yr**	**CO, SB**
FISCAL-EXPENDITURE VOUCHERS—Travel, payroll, etc.	**FE+3 yr**	**CO, SB, cM, CT**
FISCAL-EXTERNAL REPORTS—Special purpose, i.e. federal financial reports, salary reports, etc.	**FE+3 yr**	**CO, SB, CM, CT**
FISCAL-FEDERAL TAX RECORDS—Includes FICA records	**AC+4 yr** AC=Tax due date, date the claim is filed, or date tax is paid whichever is later	**CO**

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
FISCAL-FEDERAL FUNDING RECORDS—Title I; Chapter 2; Title VI-B	**FE+5 yr** Or until all pending audits or reviews are completed	**CO**
FISCAL—FEDERAL—USDA	**AC+3 yr** AC=submission of final expenditure	**CO**
FISCAL-GENERAL LEDGERS; GENERAL JOURNAL VOUCHERS	**FE+3 yr**	**CO, SB**
FISCAL-GRANTS—State and Federal	**AC+3 yr** AC=End of grant or satisfaction of all uniform administrative requirements for the grant CAUTION: Retention requirements may vary depending on the specific federal funding agency	**CO, SB**
FISCAL-INSURANCE CLAIM FILES	**AC+3 yr** AC=Resolution of claim	**CO**
FISCAL-INSURANCE POLICIES—all types	**AC+5 yr** AC=expiration or termination of policy according to its terms	**CO**
FISCAL-LONG-TERM LIABILITY RECORDS—Bonds, etc	**AC+4 yr** AC=retirement of debt	**CO**
FISCAL – All Tax Exempt filings for non-profit Corporate Status, including all documentation submitted to obtain non-profit corporate status.	**PM**	**CO**
FISCAL-RECEIPTS JOURNAL OR REGISTER	**FE+3 yr**	**CO, SB, CM, CT**
FISCAL-RECONCILIATIONS	**FE+3 yr**	**CO, SB**
FISCAL-REIMBURSABLE ACTIVITIES—Requests and approval for reimbursed expenses for travel, training, etc.	**FE+3 yr**	**CO, SB**
FISCAL-RETURNED CHECKS—Uncollectable warrants or drafts	**AC+3 yr** AC=After deemed uncollectible	**CO, SB**
FISCAL-SIGNATURE AUTHORIZATIONS—Records authorizing an employee to initiate financial transactions for agency. Also, spending authority limits	**US+FE+3 yr**	**CO**
LEGAL-LITIGATION FILES--	**PM** CAUTION: May contain attorney-client privileged information	**CO, SB, CM, CT**

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
LEGAL-OPEN RECORDS REQUESTS—documentation relating to approved or denied requests for records under Idaho Public Records Law	**PM**	**CO**
LEGAL-OPINIONS AND ADVICE—Does not include legal opinions or advice rendered on a matter in litigation or with regard to pending litigation	**PM** CAUTION: May contain attorney-client privileged information	**CO, SB**
NEWS OR PRESS RELEASES	**PM**	**CO, SB**
PERSONNEL-ACCUMULATED LEAVE ADJUSTMENT REQUEST—Used to create and adjust employee leave balances	**FE+5 yr**	**CO, SB, CM, CT**
PERSONNEL-APPLICATIONS FOR EMPLOYMENT—HIRED—Applications, etc. required by employment advertisement	**AC+5 yr** AC=Termination of employment	**CO, SB, CM, CT**
PERSONNEL-APPLICATIONS FOR EMPLOYMENT—NOT HIRED—Applications, resumes, etc. required by employment advertisement	**AC+2 yr** AC=Date position is filled	**CO, SB, CM,CT**
PERSONNEL-BENEFIT PLANS	**US+5 yr**	**CO**
PERSONNEL-COMPLAINT RECORDS—Complaints received and records documenting their resolution	**FE+3 yr** CAUTION: If a complaint becomes the subject of litigation, it is subject to a longer retention period	**CO, SB, CM, CT**
PERSONNEL-CORRECTIVE ACTION—those actions which do not affect pay, status, or tenure and are imposed to correct or improve job performance	**PM** CAUTION: If during the retention period these records are used to support personnel disciplinary action, the records should be retained according to Personnel Disciplinary Action series.	**CO, SB, CM, CT**
PERSONNEL-DISCIPLINARY ACTION DOCUMENTATION—those actions that affect pay or status. They include demotion, dismissal, etc.	**PM**	**CO, SB, CM, CT**
PERSONNEL-EMPLOYEE STATEMENTS (Affidavits)—for insurance, personnel or other uses for which administration has sought such statements	**PM**	**CO, SB, CM, CT**
PERSONNEL-EMPLOYEE BENEFITS—documents relating to selection of benefits other than insurance	**US+5 yr**	**CO**
PERSONNEL-EMPLOYEE COUNSELING RECORDS—Notes, etc. relating to job-specific counseling	**PM**	**CO, SB, CM, CT**

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
PERSONNEL-EMPLOYEE DEDUCTION AUTHORIZATIONS—documents relating to all deductions of pay	**AC+5 yr** AC=After termination of employee or after amendment, expiration, or termination of authorization, whichever is sooner.	**CO**
PERSONNEL-EMPLOYEE EARNINGS RECORDS	**PM**	**CO**
PERSONNEL-EMPLOYEE INSURANCE RECORDS—District copy of selection records by employees of insurance offered by the District	**US+ 5 yr**	**CO**
PERSONNEL-EMPLOYEE RECOGNITION RECORDS—Awards, incentives, etc.	**PM**	**CO, SB, CM, CT**
PERSONNEL-EMPLOYMENT ANNOUNCEMENT	**2 yr**	**CO**
PERSONNEL-EMPLOYMENT CONTRACTS	**Original dates of hire +50 yr**	**CO**
PERSONNEL-EMPLOYMENT ELIGIBILITY—Documentation or verification of Federal report form INS I-9	**PM**	**CO**
PERSONNEL-EMPLOYMENT SELECTION RECORDS—all records that document the selection process: i.e. polygraph, physicals, interview notes, etc.	**2 yr** CAUTION: Does not include criminal history checks	**CO, SB, CM, CT**
PERSONNEL-FORMER EMPLOYEE VERIFICATION RECORDS—minimum information includes name, social security number, exact dates of employment and last known address	**PM**	**CO**
PERSONNEL-GRIEVANCE RECORDS—review of employee grievances against policies and working conditions, etc. Includes record of actions taken.	**PM**	**CO, SB, CM, CT**
PERSONNEL-HIRING PROCESS—CRIMINAL HISTORY CHECKS—criminal history record information on job applications	**PM**	**CO**
PERSONNEL-JOB PROCEDURE RECORD/JOB DESCRIPTION—any document detailing duties of positions on position-by-position basis	**US+8 yr**	**CO, SB, CM, CT**
PERSONNEL-LEAVE STATUS REPORT—cumulative report for each pay cycle showing leave status	**FE+3 yr**	**CO**
PERSONNEL-LIABILITY RELEASE FORM—statements of employees, patrons, etc. who have released the District from liability	**PM**	**CO**
PERSONNEL-LICENSE AND DRIVING RECORD CHECK	**PM**	**CO, CT**
PERSONNEL-OVERTIME AUTHORIZATION & SCHEDULE	**5 yr**	**CO, SB, CM, CT**

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
PERSONNEL-PAYROLL-DIRECT DEPOSIT APPLICATION/AUTHORIZATION	**US+3 yr**	**CO**
PERSONNEL-PAYROLL-INCOME ADJUSTMENT AUTHORIZATION---used to adjust gross pay, FICA, retirement or compute taxes	**US+3 yr**	**CO**
PERSONNEL-PERFORMANCE EVALUATION	**PM**	**CO. SB, CM, CT**
PERSONNEL-PERSI ENROLLMENT FILE	**PM**	**CO**
PERSONNEL-PERSI RECORD OF HOURS WORKED—Irregular help, half-time or greater	**Date of hire +50 yr**	**CO**
PERSONNEL-PERSI TERMINATION RECORD	**PM**	**CO**
PERSONNEL-PERSONNEL INFORMATION—documents that officially change pay, titles, benefits, etc.	**PM**	**CO**
PERSONNEL-POLICY AND PROCEDURES MANUAL—any manual, etc. that establishes standard employment procedures	**PM**	**CO, SB, CM, CT**
PERSONNEL-RESUME-UNSOLICITED	**1 yr**	**CO, SB, CM, CT**
PERSONNEL-SICK LEAVE POOL DOCUMENTATION—requests submitted, approvals, number of hours transferred in an out, etc.	**LA+3 yr**	**CO**
PERSONNEL-TIME CARD AND TIME SHEET	**PM**	**CO, SB, CM, CT**
PERSONNEL-TIME OFF AND/OR SICK LEAVE REQUEST	**FE+3 yr**	**CO, SB, CM, CT**
PERSONNEL-TRAINING AND EDUCATIONAL ACHIEVEMENT RECORD-INDIVIDUAL—records documenting training, testing, or continued education	**PM**	**CO, SB, CM, CT**
PERSONNEL-UNEMPLOYMENT CLAIM RECORD	**5 yr**	**CO**
PERSONNEL-UNEMPLOYMENT COMPENSATION RECORDS	**AC+5 yr**	**CO**
PERSONNEL-W-2 & W-4 FORMS	**5 yr from date of termination**	**CO**
PERSONNEL—WORKER'S COMPENSATION POLICIES	**AC+10 yr** AC=expiration of policy	**CO**
PROCUREMENT-PERFORMANCE BOND—bonds posted by individuals or entities under contract with District	**PM**	**CO**
PROCUREMENT-PURCHASING LOG—Log, etc. providing a record of purchase orders issued, orders received, etc.	**FE+3 yr**	**CO, SB, CM, CT**

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RECORDS DESCRIPTION	RETENTION PERIOD	
PROCUREMENT-BID DOCUMENTATION—includes bid requisition/authorizations, invitation to bid, bid specifications, and evaluations	**FE+3 yr** CAUTION: If a formal written contract is the result of a bid, etc., the bid and its supporting documentation must be retained for the same period as the contract.	**CO, CM, CT**
RECORDS MANAGEMENT—RECORDS RETENTION SCHEDULE; DISPOSITION LOG (listing records destroyed or transferred); CONTROL MATERIALS (indexes, card files, etc.); DESTRUCTION APPROVAL SIGN-OFFS	**PM**	**CO, SB, CM, CT**
SAFETY-ACCIDENT REPORTS	**8 yrs*** For Minors, 8 yrs after minor reaches age of 18	**CO, SB, CM, CT**
SAFETY-DISASTER PREPAREDNESS AND RECOVERY PLANS	**PM**	**CO, SB, CM, CT**
SAFETY-EVACUATION PLANS	**PM**	**CO, SB**
SAFETY-FIRE ORDERS—issued by fire marshal to correct deficiencies in compliance with the fire code	**AC+3 yr** AC=deficiency corrected	**CO, SB, CM**
SAFETY-HAZARDOUS MATERIALS DISPOSAL RECORDS—Material safety data sheets must be kept for those chemicals currently in use that are affected by the Hazard Communication Standard in accordance with 29 CFR § 1910.1200(g).	**PM**	**CO, CM**
SAFETY-INCIDENT REPORTS—Reports concerning incidents which, upon investigation, were of a non-criminal nature	**3 yr (or 30 yr*)** *Exposure records require 30 year retention per 29 CFR § 1910.1020(d)(ii)(B)Footnote(1)	**CO, SB, CM, CT**
SAFETY-INSPECTION RECORDS—Fire, safety, and other inspection records of facilities and equipment	**AC+3 yr** AC=Date of the correction of the deficiency, if the inspection report reveals a deficiency.	**CO, SB, CM**
SAFETY-MATERIAL DATA SAFETY SHEETS	**30 yrs after the end of use of the substance**	**CO, CM**
SAFETY-WORKPLACE CHEMICAL LISTS	**30 yr**	**CO, SB, CM**
STUDENTS – Lottery process records including advertisements and notices, submitted student lottery requests and lottery results.	**FE + 8 yr**	**CO, SB**
STUDENTS-EDUCATION RECORDS—Student's name, birth date, last address, dates of attendance, graduation date and grades earned	**PM**	**CO, SB**

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
STUDENTS-SPECIAL EDUCATION RECORDS—educational records, including eligibility documentation and IEPs	**FE+6 yr**	**CO, SB**
STUDENTS-MEDICAID RECORDS-claims, reimbursements, and supporting documentation	**FE +5 yr**	**CO, SB**
VEHICLE-INSPECTION, REPAIR AND MAINTENANCE RECORDS	**LA+1 yr**	**CO, DT**
VEHICLE-TITLE AND REGISTRATION	**1 yr**	**CO, DT**
VOLUNTEER RECORDS—records may include recruitment and selection records, volunteer personnel and intern personnel information forms, intern agreements, volunteer and intern time records, emergency notification forms, insurance documentation and correspondence	**AC+3 yr** AC=End of term of volunteer or intern	**CO, SB**
WEBSITE/WEB PAGES—INTERNET/INTRANET—system development documentation for initial setup; subsequent changes and content of pages	**PM**	**CO, SB**

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

Legal References:
- I.C. § 33-407 Return of Canvass of Elections
- I.C. § 33-508 Duties of Clerk
- I.C. § 33-701(8) Fiscal Year—Payment and Accounting of Funds
- I.C. § 56-209h Administrative Remedies
- I.C. § 67-4131 Records Management Services—Rules, Guidelines, Procedures.
- I.C. § 74-101 Definitions
- I.C. § 74-119 Agency Guidelines
- SDE Idaho Special Education Manual Revised 2009, Chapter 11, Section E
- SDE Administrator's Handbook 1.43
- Federal Regulation
- Idaho Records Management Guide, August, 2013

Policy History:
Adopted on:
Revised on:
Reviewed on:

Health Insurance Portability and Accountability Act

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

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

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

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

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

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

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

complaints received will be promptly investigated and documented, including their final disposition.

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

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

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

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

This policy and any other policies, procedures, or directions relating to the implementation of the Health Insurance Portability and Accountability Act of 1996 are to be documented in written form. This documentation may be electronic. Such records are to be retained for at least six years following their creation or last date effective, whichever is later. These documents will be made available to those responsible for implementing the procedures to which the documentation pertains.

This documentation shall be reviewed periodically, and updated as needed, in response to environmental or operational changes affecting the security of the electronic protected health information.

Legal Reference:
- Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, 42 U.S.C. 1320d-1320d-8; 45 CFR Parts 160 and 164.
- Health Insurance Portability and Accountability Act of 1996, 29 C.F.R 164.316b.
- Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

IDAPA 08.02.04.300 Public Charter School Responsibilities

Policy History
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8700**

Computer Software

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

No Charter School - owned computing resources should be used for unauthorized commercial purposes. Illegal copies of copyrighted programs may not be made or used on school equipment. The legal or insurance protection of the Charter School will not be extended to employees who violate copyright laws.

The Executive Director is the only individual who may sign license agreements for software for the school.

Cross-Reference: 2150 Copyright

Policy History:
Adopted on:
Revised on:
Reviewed on:

_____ Charter School No. ___

NON-INSTRUCTIONAL OPERATIONS **8800**

Drones

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

Use of Unmanned Aircraft (Drones)

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

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

[ALTERNATIVE 1]

Appropriate Use

School Related: Teachers/staff, students (over 16 years old) may, with pre-approval from the Executive Director, and if part of a school program or activity, operate a drone on school property solely for the limited purpose of the administrative pre-approval.

Non-School Related: Visitors and unsupervised students are prohibited from operating drones on Charter School property.

The following guidelines must be adhered to by anyone flying a drone on Charter School property:

1. Absent specific written permission from the Executive Director, all drones operating on District property must weigh no more than 55 lbs. If a drone weighs between .55 and 55 pounds, the individual must register the device online. The school shall request proof of the drone owner/operator with regard to the device's registration.

2. Operators must not operate a drone within five miles of any airport without prior notification and confirmation from airport authorities.

3. Operators must abide by any other airspace restrictions.

4. Operators must not operate a drone above an altitude of 400 feet above ground level and must remain clear of surrounding obstacles.

5. Operators must maintain safe control and line of sight with the drone during all stages of operation. Drones may only be flown during daylight and in weather that allows 3 miles of visibility from the place the drone is being operated.

6. Operators must maintain a safe operating distance from crowds and may not fly over stadiums, sports events, emergency response efforts, or any people who are not directly involved in the operation of the drone.

7. Operators must ensure drone operations do not interfere with manned aircraft operations.

8. Data collected by a drone can only be used for educational purposes and may not be sold for profit.

9. If there is a plan to fly drones over property that is not owned by the Charter School, written permission from the owner of the property must be provided to the Executive Director or his or her designee. Those operating drones on property not owned by the Charter School must adhere to all requirements of this policy.

10. Operators assume all risk of damage to property and bodily injuries that may occur due to unsafe operation of any drones.

The Executive Director or designee may require those using the drone to:

1. Supply proof of insurance meeting liability limits established by the Charter School;
2. Sign an agreement holding the Charter School harmless from any claims of harm to individuals or damage to property; and
3. Meet additional requirements as determined appropriate by the Charter School.

<u>Inappropriate Use</u>

Inappropriate use of drones includes, but is not limited to, the following:

1. Violating any State or Federal laws or rules or any Charter School policy;
2. Taking pictures of property or persons without consent;
3. Violating safe operating protocols as defined in drone user manual and as directed by the supervising staff member;

4. Deliberately annoying another person, interfering with another's work, insulting or attacking others, or harassing others; and
5. Take-offs or landings on Charter School property contrary to this policy or pre-approval of the Executive Director.

Violations

Charter School staff shall monitor for inappropriate use of Charter School drone technology as defined by this policy. Violators may be subject to disciplinary action up to and including suspension or expulsion for students and termination for employees. Violators may also be subject to civil penalties pursuant to Idaho Code § 21-213(3).

[Alternative 2]

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

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

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

Other References: Unmanned Aircraft Systems, Federal Aviation Administration, https://www.faa.gov/uas/getting_started

Policy History:
Adopted on:
Revised on:
Reviewed on: