

Wa-Nee Community Schools
Administrative Guidelines
Series 8000
Operations

8000 - OPERATIONS

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8120 - PERSONAL BACKGROUND CHECK - VOLUNTEERS

In accordance with School Board policy, the personal and volunteer history will be thoroughly investigated of each individual who is seriously being considered for a volunteer position who is likely to have direct, ongoing contact with students.

In addition to the information obtained through the volunteer procedure, a criminal history record check must be conducted.

The Building Principal or Athletic Director will be responsible for ensuring that the individual seeking to volunteer submits a Limited Criminal History Record Check.

If the Corporation's investigation and/or Limited Criminal History Record Check reveals that an individual has been involved in some unlawful behavior, such information should be examined in light of:

- A. the nature of the unlawful behavior, e.g. was it a felony or a misdemeanor? Did it involve violence? Was it sex related? Was it child related? etc.;
- B. did the behavior result in a conviction;
- C. how recently the behavior occurred and the behavior of the individual in the interim;
- D. the relationship of the behavior to the duties the person would be assuming as a volunteer;
- E. the likelihood that the individual would represent a potential threat of injury to or loss/damage to property;
- F. the likelihood that the individual would present a potential threat of injury to or loss/damage to persons;
- G. the extent that the position involves being an exemplar to students and the potential for the presentation of a negative exemplar;

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- H. the manner in which the information came to the Corporation's attention, i.e., offered by the individual or reported through an investigation.

The final decision concerning the volunteer (or possible removal if the information comes to light after volunteering) will be made by the Superintendent.

Approved 5/8/17

8120A - REPORTS OF ARREST, CRIMINAL CHARGES, CONVICTIONS AND SUBSTANTIATED CHILD ABUSE OR NEGLECT

Volunteers shall report their arrest, the filing of criminal charges against them or conviction for a crime to the Superintendent within forty-eight (48) hours of the earlier of their arrest, the filing of criminal charges, or conviction. If the volunteer is held in custody for more than twenty-four (24) hours, the report shall be made within forty-eight (48) hours after the volunteer is released from custody.

Volunteers also shall report a substantiated report of child abuse or neglect of which the volunteer is the subject to the Superintendent within forty-eight (48) hours of the issuance of the report. If the volunteer does not receive notice of the issuance of the report until a later date, the volunteer must report the substantiated report of child abuse or neglect of which the volunteer is the subject to the Superintendent within forty-eight (48) hours of receiving notice of the report.

Arrest, the filing of criminal charges, or conviction need not automatically result in the removal of the volunteer. The Superintendent may evaluate the circumstances of the arrest or charge(s) based upon the factors listed below for the evaluation of criminal convictions, plus the presumption of innocence afforded every person charged with a crime prior to conviction.

As used here, "crime" means an action initiated by the State of Indiana, another state, or the United States with a penalty that includes the possibility of a term of imprisonment. The term includes all prosecutions denominated as a felony or misdemeanor. Infractions such as speeding and other minor traffic infractions are not covered unless the position includes operating a vehicle as an essential function. Any doubt about reporting a charge or arrest should be resolved in favor of reporting the offense.

If available, the evaluation of the charge(s), arrest, or conviction will be expedited if the volunteer provides the Superintendent a copy of:

- A. the criminal charge(s), i.e., the information or indictment;
- B. any probable cause affidavit filed with the charge;
- C. the cause number and court in which the matter is pending;
- D. any police report or accident report prepared by law enforcement;
and
- E. the court's entry of a criminal conviction against the volunteer.

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In evaluating information surrounding the arrest, filing of criminal charges or conviction, the Superintendent will take into account:

- A. the relevance of the circumstances of the arrest, charge(s), or conviction to the qualification standards and essential functions of the position held by the volunteer;
- B. how recently the behavior occurred and the behavior of the volunteer since that time;
- C. whether the volunteer admits or denies the facts of the allegation;
- D. the relative reliability of the information and objectivity of the source of the information;
- E. the certainty with which the facts have been or can be determined;
- F. the nature and severity of any potential harm to students and others that would result from an error in assessing the facts of the arrest, charge(s), or conviction;
- G. the extent to which the volunteer's duties involve being an exemplar and the potential for the presentation of a negative exemplar to students; and
- H. how the information came to the attention of the School Corporation, i.e., was it reported by the volunteer or discovered through other means.

The Superintendent will give the appropriate weight to each of these factors in determining whether the volunteer will be permitted to continue to volunteer while the charges are resolved in the trial court, and will recommend that the volunteer continue to volunteer or be removed.

A substantiated report of child abuse or neglect of which the volunteer is the subject need not automatically result in the removal of the volunteer. The Superintendent may evaluate the circumstances of the incident underlying the report based on the following factors:

- A. the relevance of the circumstances of the incident underlying the report to the qualification standards and essential functions of the position held by the volunteer;

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- B. how recently the behavior occurred and the behavior of the volunteer since that time;
- C. whether the volunteer admits or denies the facts of the report;
- D. the relative reliability of the information and objectivity of the source of the information;
- E. the certainty with which the facts have been or can be determined;
- F. the nature and severity of any potential harm to students and other volunteers that would result from an error in assessing the facts of the incident underlying the report;
- G. the extent to which the volunteer's duties involve being an exemplar and the potential for the presentation of a negative exemplar to students;
- H. how the information came to the attention of the Corporation, i.e., was it reported by the volunteer or discovered through other means.

The Superintendent will give the appropriate weight to each of these factors in determining whether the volunteer will be permitted to continue to volunteer while the Superintendent completes his/her investigation and will recommend that the volunteer continue to volunteer or be removed. A substantiated report of child abuse or neglect of which the volunteer is the subject may result in the removal of the volunteer.

Approved 5/8/17

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8120B - USE OF UNPAID VOLUNTEER AIDES

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

- A. one (1) day resource service projects such as a lecture, a demonstration, or assistance on a field trip;
- B. short term resource service projects not exceeding a day period;
- C. continuing service projects extending over long periods or for the entire school year such as library aides, teacher aides, and office aides.

Procedures to be Followed

- A. Volunteers for one (1) day and short term resource service projects may be contacted and scheduled by the individual school or department desiring the service without involving the Administration Office in the arrangements and without any special conditions.
- B. All volunteers shall be under the direct supervision of the school or department administrator and/or the teacher to whom they are assigned. They may not be used in an administrative or supervisory capacity.

Approved 4/28/08
Revised 5/8/17

8121 - PERSONAL BACKGROUND CHECK - CONTRACTED SERVICES

In accordance with School Board policy, the personal and volunteer history will be thoroughly investigated of each individual who is seriously being considered for a contracted position and each employee of an entity with which the School Corporation contracts for services who is likely to have direct, ongoing contact with children within the scope of the employee's employment.

For each individual contractor and each employee of an entity with which the Corporation contracts for services who is likely to have direct, ongoing contact with children within the scope of the employee's employment, a criminal history record check must be conducted. The Superintendent will be responsible for ensuring that the individual completes or will require that the contracting entity complete the required background check referenced below for its employee.

Will require that the contracting entity complete the background check for a local, State, and National criminal history check, including an expanded national criminal history check as defined by I.C. 20-26-2-1.5 for its employee.

If the Corporation's investigation and/or criminal history check or the contracting entity's investigation and/or criminal history check reveals that the individual has been involved in some unlawful behavior, such information should be examined in light of:

- A. the nature of the unlawful behavior, e.g. was it a felony or a misdemeanor? Did it involve violence? Was it sex related? Was it child related? etc.;
- B. did the behavior result in a conviction;
- C. how recently the behavior occurred and the behavior of the individual in the interim;
- D. the relationship of the behavior to the duties the person would be assuming;
- E. the likelihood that the individual would represent a potential threat of injury to or loss/damage to property;

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- F. the likelihood that the individual would present a potential threat of injury to or loss/damage to persons;
- G. the extent that the position held (or services provided by) the individual involves being an exemplar to students and the potential for the presentation of a negative exemplar;
- H. the manner in which the information came to the Corporation's attention, i.e., offered by the individual or reported through an investigation.

The final decision concerning the status of an individual contractor or employee of an entity with which the School Corporation contracts for services (or possible termination of the contract if the information comes to light after a contract is signed) will be made by the approval of the board.

In addition to the criminal history check, the Superintendent/designee will conduct the following or contract with a private service provider to conduct the following for its employee:

- A. an expanded national criminal history check as defined by I.C. 20-26-2-1.5
- B. an expanded child protection index check as defined by I.C. 20-26-2-1.3
- C. a search of the national sex offender registry maintained by the United States Department of Justice
- D. beginning July 1, 2017, a search of the State child abuse registry
- E. verification of the individual's eligibility to work using the E-Verify database maintained by the Federal government as required by I.C. 12-32-1

An "expanded child protection index check" means:

- A. an inquiry with the department of child services as to whether an individual has been the subject of a substantiated report of child

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abuse or neglect and is listed in the child protection index established under I.C. 31-33-26-2;

- B. an inquiry with the child welfare agency of each state in which the individual has resided since the individual became eighteen (18) years of age as to whether there are any substantiated reports that the individual has committed child abuse or neglect; and

- C. for a certificated employee, an inquiry with the department of education or other entity that may issue a license to teach of each state in which the individual has resided since the individual became eighteen (18) years of age as to whether the individual has ever had a teaching license suspended or revoked.

Approved 5/8/17

8121A - REPORTS OF ARREST, CRIMINAL CHARGES, CONVICTIONS AND SUBSTANTIATED CHILD ABUSE OR NEGLECT

Individual contractors and employees of an entity with which the School Corporation contracts for services who are likely to have direct, ongoing contact with children within the scope of the employee's employment shall report their arrest or the filing of criminal charges against them or their conviction for a crime to the Superintendent within forty-eight (48) hours of the arrest or filing of criminal charges or the conviction. If the individual contractor/employee of a contractor is held in custody for more than twenty-four (24) hours, the report shall be made within forty-eight (48) hours after the individual contractor/employee of a contractor is released from custody.

Individual contractors and employees of an entity with which the Corporation contracts for services who are likely to have direct, ongoing contact with children within the scope of the employee's employment also shall report a substantiated report of child abuse or neglect of which the individual contractor/employee of a contractor is the subject to the Superintendent within forty-eight (48) hours of the issuance of the report. If the individual contractor/employee of a contractor does not receive notice of the issuance of the report until a later date, the individual contractor/employee of a contractor must report the substantiated report of child abuse or neglect of which the individual contractor/employee of a contractor is the subject to the Superintendent within forty-eight (48) hours of receiving notice of the report.

The arrest or the filing of criminal charges or conviction need not automatically result in the suspension of the individual contractor/employee of a contractor or termination of the contract or removal of the contractor's employee. The Superintendent may evaluate the circumstances of the arrest or charge(s) based upon the factors listed below for the evaluation of criminal convictions, plus the presumption of innocence afforded every person charged with a crime prior to conviction.

As used here, "crime" means an action initiated by the State of Indiana, another state, or the United States with a penalty that includes the possibility of a term of imprisonment. The term includes all prosecutions denominated as a felony or misdemeanor. Infractions such as speeding and other minor traffic infractions are not covered unless the position includes operating a vehicle as an essential function. Any doubt about reporting a charge or arrest should be resolved in favor of reporting the offense.

If available, the evaluation of the charge(s), arrest, or conviction will be expedited if the individual contractor/employee of a contractor provides the Superintendent a copy of:

- A. the criminal charge(s), i.e., the information or indictment;
- B. any probable cause affidavit filed with the charge;
- C. the cause number and court in which the matter is pending;

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- D. any police report or accident report prepared by law enforcement;
and
- E. the court's entry of a criminal conviction against the individual contractor/employee of a contractor.

In evaluating information surrounding the arrest, filing of criminal charges or conviction, the Superintendent will take into account:

- A. the relevance of the circumstances of the arrest, charge(s), or conviction to the qualification standards and essential functions of the position held (or services provided) by the individual contractor/employee of a contractor;
- B. how recently the behavior occurred and the behavior of the individual contractor/employee of a contractor since that time;
- C. whether the individual contractor/employee of a contractor admits or denies the facts of the allegation;
- D. the relative reliability of the information and objectivity of the source of the information;
- E. the certainty with which the facts have been or can be determined;
- F. the nature and severity of any potential harm to students and others that would result from an error in assessing the facts of the arrest, charge(s), or conviction;
- G. the extent to which the position held (or services provided) by the individual contractor/employee of a contractor involves being an exemplar and the potential for the presentation of a negative exemplar to students; and
- H. how the information came to the attention of the Corporation, i.e., was it reported by the individual contractor/employee of a contractor or discovered through other means.

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The Superintendent will give the appropriate weight to each of these factors in determining whether the individual contractor/employee of a contractor will be permitted to continue to provide services while the charges are resolved in the trial court, and will recommend that the individual contractor/employee of a contractor continue to provide services, be suspended, or be removed or that the contract be terminated or recommended for termination.

A substantiated report of child abuse or neglect of which the individual contractor/employee of a contractor is the subject need not automatically result in the suspension or removal of the individual contractor/employee of a contractor or termination of the contract. The Superintendent may evaluate the circumstances of the incident underlying the report based on the following factors:

- A. the relevance of the circumstances of the incident underlying the report to the qualification standards and essential functions of the position held (or services provided) by the individual contractor/employee of a contractor;
- B. how recently the behavior occurred and the behavior of the individual contractor/employee of a contractor since that time;
- C. whether the individual contractor/employee of a contractor admits or denies the facts of the report;
- D. the relative reliability of the information and objectivity of the source of the information;
- E. the certainty with which the facts have been or can be determined;
- F. the nature and severity of any potential harm to students and others that would result from an error in assessing the facts of the incident underlying the report;
- G. the extent to which the position held (or services provided) by the individual contractor/employee of a contractor involves being an exemplar and the potential for the presentation of a negative exemplar to students;
- H. how the information came to the attention of the Corporation, i.e., was it reported by the individual contractor/employee of a contractor or discovered through other means.

The Superintendent will give the appropriate weight to each of these factors in determining whether the individual contractor/employee of a contractor will be permitted to continue to provide services

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while the Superintendent completes his/her investigation and will recommend that the individual contractor/employee of a contractor continue to provide services or be suspended. A substantiated report of child abuse or neglect of which the individual contractor/employee of a contractor is the subject may result in the termination of the contract and/or the removal of that contractor's employee.

Approved 5/8/17

8220 - SCHOOL DAY

A. **Opening Exercises**

1. Each school day and special program may begin with the Pledge of Allegiance to the Flag.
2. Only those students who have conscientious scruples against such a pledge or salute, or are children of accredited representatives of foreign governments to whom the United States extends diplomatic immunity will be excused from repeating the Pledge of Allegiance. Such students should show respect by remaining silent.
3. If a student or teacher is in the hall or office during the Pledge of Allegiance, s/he must stand and remain silent.

B. **Announcements**

Principals may allow notices of general interest to be broadcast over the school loudspeaker at designated times in accordance with the following rules but no announcement shall be read which has not been approved by the principal.

C. **Flag Display**

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

D. **School Assemblies**

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

E. **School Closings**

Whenever a school is closed due to a calamity such as hazardous weather, utility failure, and the like, all school-sponsored activities are to be considered cancelled until further

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notice or the resumption of school.

At the middle and high school levels, if conditions improve later in the day, the principal will be responsible for recommending to the Superintendent which, if any, school-sponsored activities may take place. The determination is to be made using the following criteria:

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

If the activity has been scheduled to take place at a noncorporation location, particularly at another school corporation, the principal should find out whether or not the activity is still scheduled and assess the weather and other conditions between the Corporation and the location and at the location.

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

8310A - ACCESS TO PUBLIC RECORDS

The public records of the Corporation as defined in the Indiana Access to Public Records Act ("APRA") shall be made available for inspection, making handwritten notes, and the purchase of copies unless covered by a mandatory exemption or a discretionary exemption is asserted by the Superintendent as permitted by Board Policy [8310](#).

Designation of Officers

The Superintendent shall be the Corporation's Public Access Officer ("PAO").

Procedures

The following procedures shall be followed responding to a request to inspect, copy from and/or purchase copies of Corporation public records:

- A. Requests to inspect or purchase copies of public records in the custody of the Corporation shall be submitted to the PAO by the employee receiving the request. An employee other than the PAO or Superintendent is not authorized to deny access to a record or record information. The PAO may require that the request be placed on a form prescribed by the Superintendent. Copies of the request form shall be available on the Corporation web site and shall also be available in the office of the Superintendent and PAO.
- B. A requesting party shall be required to describe the public record(s) sought with reasonable particularity. A request may be stated as a question, but a request phrased as a question shall be treated as a request for information containing an answer, and the Corporation shall not undertake to answer questions or create a record that does not exist at the time of the request, unless the PAO determines that creating a new record is the most cost effective response to a request. A requesting party may be asked to refine or restate their request to provide the "reasonable particularity" necessary to identify the records sought by the request, but with the exception of a request for a list of employees or students, a requesting party shall be required to state why they want the records requested. A request shall not lack reasonable particularity because it would result in the production of a large number or volume of records. The PAO or a Corporation employee acting at the direction of the Superintendent or PAO will determine and advise the requesting party whether the records specified in the request are available for inspection and copying.

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When the requesting party is present in the Corporation office, makes the request by telephone, or requests enhanced access to a public record, a denial of disclosure by a public agency occurs at the earlier of the time any employee of the Corporation refuses to permit inspection and copying of the requested record, or twenty-four (24) hours elapse after the PAO refuses to permit the inspection and copying.

When a request is made by USPS mail, e-mail, or by facsimile, a request is denied if there is no response from the Corporation for seven (7) days from the date the Corporation received the request.

The initial response to a request required by these time limitations may be a preliminary or the final response of the Corporation to the requestor's request, but an initial response shall acknowledge receipt of the request and describe the process that will be followed in responding to the request from that point forward.

- C. With respect to records which are determined by the PAO to be available, the PAO or a Corporation employee acting under the PAO's direction will direct the requesting party to the place where the requested records may be inspected and will arrange for the preparation and certification of copies of requested records upon tender of fee computed pursuant to this administrative guideline and Board policy. The PAO will establish a time and date for inspection and copying the requested records.
- D. With respect to records the Corporation will assert are covered by a mandatory exemption covered by I.C. 5-14-3-4(a) or a discretionary exemption covered by I.C. 5-14-3-4(b), the PAO will prepare a written response which invokes the specific statutory exemptions to disclose for any records withheld pursuant to a specific statutory exemption.
- E. Where a search of records will be required and the search must be incorporated into the other duties of Corporation staff, the PAO's response shall describe a schedule of the time Corporation employees will work on the search each work day until the response is completed in a written response to the requestor.

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- F. Records may be inspected only at the Corporation office where they are regularly located or stored unless the PAO designates another place. No record may be removed from such a location without the approval of the PAO.

If a portion of the information in a record must be redacted to assert an exemption, the redaction shall be made on a copy of the record and the PAO shall review the redacted record before it is released to determine if any redaction necessary to protect exempt information has been completed. A Corporation employee designated by the PAO must be present throughout the inspection of any Corporation record. Preparation of copies for redaction and purchase by a requesting party shall be performed by a Corporation employee.

- G. Requests by mail for copies of Corporation records may be addressed to the PAO c/o the Corporation administration building.
- H. Payment shall be accepted in cash or by money order. Personal checks will not be accepted. The PAO is authorized to waive payment of any fee where the cost of processing and collecting the fee exceeds the fee.

Location and Time

Records shall be made available for inspection at a location in the Corporation designated by the PAO, during the regular Corporation business hours for that location.

Revised 1/05

Revised 4/28/08

Revised 10/1/12

8320 - PERSONNEL RECORDS

Certain information concerning Corporation employees is confidential, to be reviewed on a need-to-know basis and only under conditions which guarantee protection of both management's right to access information and the employee's right to unnecessary invasion of privacy. Most information in the personnel files, however, is not confidential and is available for inspection in accordance with State law.

INITIAL EMPLOYMENT

Upon employment, each employee is to submit for the:

A. Personnel File

1. a completed employment application form
2. a copy of certification, if applicable
3. transcripts, if applicable
4. completed "right to know" forms

B. Payroll File

1. W-4 forms
2. retirement registration
3. completed forms for life and disability insurance without the medical examination portion
4. completed annuity forms
5. payroll deduction authorization
6. accumulated sick leave, if applicable
7. I-9 forms

C. Confidential File

1. applications for health insurance

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2. record of a recent physical examination
3. history of any medical treatment/conditions
4. criminal history record check
5. results of drug tests

Professional staff members shall also be responsible upon employment, for providing a complete transcript of their education and records of all prior teaching experience.

All information concerning employees' health status, including mental or physical examinations and treatments are to be kept in a confidential file. Access is limited to the employee, the employee's supervisor, the Superintendent and other central office administrators who have a supervisory relationship to the employee, and others authorized by law.

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During the period of employment the following data shall be maintained in personnel files:

- A. current correct name, address, and telephone number
- B. current data on education completed, including transcripts of all academic work
- C. an accurate record of work experience
- D. proof of fulfillment of requirements for change in salary classification
- E. current data pertaining to certificates required by the State
- F. record of assignments
- G. proof of discharge from military service
- H. rate of compensation
- I. completed evaluations
- J. disciplinary incidents
- K. special awards or distinctions

Employees who wish to review their own personnel file shall:

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- A. request access in writing;
- B. review the record in the presence of the administrator designated to maintain said records or designee;
- C. make no alterations or additions to the record nor remove any material therefrom;
- D. sign and date a log attached to the file.

Employees who wish copies of material in their personnel file shall:

- A. request copies in writing;
- B. receive such copies free of charge.

Employees wishing to appeal material in their record shall make a request in writing to the Superintendent and specify therein:

- A. name and date;
- B. materials to be appealed;
- C. reason for appeal.

The Superintendent shall hear the appeal and make a determination within ninety (90) days of the appeal in accordance with law.

The Superintendent shall maintain a written record of any persons other than the employee who have had access to each employee's file.

Although most information in personnel files is a matter of public record, only verification of employment should be provided by telephone request. Any other information about an employee should be requested in writing or in person, and addressed to the Corporation Records Officer (CRO).

8330 - STUDENT RECORDS

Student records shall be maintained in accordance with School Board Policy [8330](#) and State/Federal laws and regulations.

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

Educational Records, as defined in Section 99.3 of the Family Educational Rights and Privacy Act, means those records, files, documents and other materials which: (1) contain information directly related to a student, and (2) are maintained by the Board or by a party acting for the Board. "Record" means any information or data recorded in any medium, including but not limited to: handwriting, print, tapes, films, microfilm, and microfiche, and electronic/digital formats.

The term, Educational Records, does not include:

- A. records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which:
 - 1. are in the sole possession of the maker thereof; and
 - 2. are not accessible or revealed to any other individual except a substitute;

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

- B. records maintained by a law enforcement unit of the Corporation that were created by that law enforcement unit for the purpose of law enforcement.
- C. records relating to a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, which are:

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1. created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional or paraprofessional capacity, or assisting in that capacity; and
2. created, maintained, or used only in connection with the provision of treatment to the student; and
3. not disclosed to anyone other than individuals providing the treatment; except, that the records can be personally reviewed by a physician or other appropriate professional of the student's choice:

For the purpose of this definition, "treatment" does not include remedial educational activities or activities which are part of the program of instruction at the educational agency or institution.

- D. records which contain only information relating to a person after that person was no longer a student in the Corporation. An example would be information collected by the Board pertaining to the accomplishments of its alumni.

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

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

- A. name, address and telephone listing of parent (see [Form 8330 F1](#))

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- B. enrollment data to include validated birth record, proof of residency, immunization records and social security number or computer number
- C. attendance records
- D. grades and/or transcripts
- E. standardized and/or mandated achievement test data, including proficiency test records which include the date each student meets the proficiency level for the test administered
- F. date of graduation and/or transfer or withdrawal

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

- A. health and medical information; emergency medical authorization forms may be destroyed upon the annual receipt of the forms as required by law
- B. court order on parental rights and responsibilities and/or custodial or guardianship arrangements, including any court orders regulating access of a parent to school records
- C. awards and recognitions
- D. information and/or data relevant to the identification, evaluation and/or placement of students in accordance with the Individuals with Disabilities Education Act, Section 504 of the 1973 Rehabilitation Act, or other applicable State laws and regulations

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- E. reports and such other confidential information generated by professionals or agencies outside the Corporation relevant to the student's educational program
- F. such other verifiable, factual and relevant information to be used in making decisions regarding the student's educational program, including disciplinary records

Disciplinary records including records of suspension and expulsion are a part of the student's record and must be transferred to a receiving school if a student transfers.

TRANSFER OF RECORDS

In evaluating requests to transfer data from School Corporation records, the Superintendent shall consider:

- A. the availability of a backup file if the data is lost or corrupted;
- B. the ownership of the new site or medium;
- C. the level of security for the data on the new site;
- D. the danger of theft, tampering, or corruption of the data in the course of transfer or at the new site;
- E. the potential for damage to students from misuse of the data if not adequately protected during transfer or at the new site; and
- F. the need to transfer the data and any adverse impact on the School Corporation operations of not permitting the transfer of data.

RESPONSIBILITY

The Custodian of Records (COR) shall be the principal who may delegate certain responsibilities to the school secretary. The COR is responsible for maintaining the confidentiality of directory

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information, if the parents have so requested, and other information in the educational record. The COR is responsible for the implementation of this Corporation's policies and procedures regarding confidentiality, including informing all personnel in this Corporation who collect, maintain, use or otherwise have access to student records of this Corporation's policies and procedures on confidentiality. S/He shall also maintain a current list of the locations of all records held for each student in his/her school.

The Corporation's Records Officer (CRO) shall prepare an annual notice to parents/eligible students which shall inform them of their rights to (see Form 8330 F9):

- A. inspect and review the student's educational records;
- B. request an amendment to the records if the parent or eligible student believe the information to be inaccurate or misleading;
- C. limit the disclosure of personally identifiable information defined as directory information within Policy [8330](#) or to such other disclosures not required by law;
- D. request a hearing if the Corporation refuses to amend records believed by the parent to be misleading or inaccurate and to file a complaint with the Department of Education if the parent is dissatisfied with the results of the hearing;
- E. obtain a copy of the Corporation's policy on student records.

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

Ongoing Maintenance of Records

- A. **Public Listing of Authorized Employees** (see [Form 8330 F2](#))
 - 1. Each COR shall maintain a current listing of those employees and other persons authorized to access personally-identifiable information housed at the location specified.

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2. Each COR shall post and maintain the listing for public inspection at his/her respective location.

B. Types and Location of Records

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

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

2. The student record shall be stored in secured facilities or equipment. The records shall be available only to those specified in policy or these guidelines.

C. Consent to Disclose Information (see [Form 8330 F4](#) and Form 8330 F8)

1. Whenever there is a request for a copy of information from a student's record, the COR shall obtain written and dated consent, prior to disclosure of records, from parents/eligible students which includes:
 - a. the records that may be disclosed;
 - b. the purpose for which the disclosure may be made;
 - c. the party or class of parties to whom the disclosure may be made;

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- d. whether or not the parents/eligible students wish to have a copy of the records disclosed and/or, if the student is not an eligible student, whether the Corporation should provide that student with a copy of the disclosed record.

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

2. Prior consent will not be needed if:

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

The term "Corporation personnel" means a person employed by the Corporation as an administrator, supervisor, teacher, instructional aide, secretary, or support staff member including health or medical staff and law enforcement unit personnel; a person serving on the Board; a person or company with whom the Board has outsourced services or functions it would otherwise use its own employees to perform such an attorney, auditor, medical consultant, or therapist; a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her tasks.

- b. the disclosure is to another school, School Corporation, or postsecondary institution, as stated in Board policy;
- c. the disclosure is, subject to the conditions set forth in applicable Federal and/or State statutes and/or regulations, to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the United States

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Secretary of Education, or State and local educational authorities;

- d. the disclosure is in connections with a student's application for or receipt of financial aid; (See section below entitled: "Disclosure for Student Financial Aid");
- e. the disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction;

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

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

- f. the disclosure is to authorize representatives of the Comptroller General, the Attorney General, the Secretary of Education, or state and local authorities, and is made for the purpose of conducting an audit or evaluation of a federal or state supported education

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program, or to enforce or comply with federal requirements relating to those programs. A written agreement between the parties is also required under this exception. Mandatory elements of this written agreement include: (a) designation of the receiving entity as an authorized representative; (2) specification of the information to be disclosed; (3) specification that the purpose of the disclosure is to carry out an audit or evaluation of a government supported educational program or to enforce or comply with the program's legal requirements; (4) a summary of the activity that includes a description of methodology and an explanation of why personally identifiable information is necessary to accomplish the activity; (5) a statement requiring the organization to destroy all personally identifiable information when it is no longer needed for the study along with a specific time period in which the information must be destroyed; and (6) a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

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

- g. the disclosure is to accrediting organizations to carry out their accrediting functions;

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

Disclosures permitted by this paragraph may only occur after the Board makes a reasonable effort to notify the parent or eligible student of the order or subpoena, so the parent or eligible student may seek protective action, unless the disclosure is authorized by applicable Federal regulations. Additionally, if the Board initiates legal action against a parent or student, the Board may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the Board to proceed with the legal action as plaintiff. Likewise, if a parent or student initiates legal action against the Board, the Board may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the Board to defend itself.

- j. the disclosure is in connection with an emergency; (See section below entitled: "Emergency Release");
- k. the disclosure is information the Board has designated as "directory information";
- l. the disclosure is to the parent of a student who is not an eligible student, or to the student;
- m. the disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, and the information was provided to the Board pursuant to that law and its implementing regulations;

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- n. the disclosure concerns the juvenile justice system and its ability to serve, prior to adjudication, the student whose records are released, providing, the officials to whom the records are released certify, in writing, to the Corporation that the information will not be released to a third party, except as provided by State law, and there is a standing order issued by the juvenile court having jurisdiction over the student or the parents have signed a release as a condition for entering into the jurisdiction of the juvenile court;
 - o. the disclosure is authorized by other sections of the Family Education Rights and Privacy Act (FERPA).
3. No person shall release to a parent of a student who is not the custodial parent or any other person any information about the school to which the student has transferred or that would enable the parent who is not the custodial parent to locate the student if the school to which the student has transferred informs this Corporation that the student is under the care of a shelter for victims of domestic violence.

Parents: Disclosure, Inspection, Review of Records

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

- A. At times, agencies or individuals outside the Corporation provide the Corporation with information necessary and relevant to the student's education. Psychological or medical information should be provided to a parent in the presence of an appropriately-licensed professional who can properly explain the information. Such information may be provided to the Corporation only with the written consent of the parent. Upon parental request the Corporation will notify the parent with the date and source of any record generated outside the Corporation so that parents may access these records through the originator.
- B. If any educational record includes information on more than one (1) student, the parents/eligible students shall have the right to review and inspect only the records relating to the student, or to be informed of that specific information.

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- C. The request for a review must be honored without unnecessary delay and before any meeting regarding an individualized educational program or hearing relating to the identification, evaluation, or placement of the student and in no case later than forty-five (45) days from receipt of request.
- D. The parents/eligible students have a right to have their representative inspect and review the records upon submission of a signed and dated written consent which:
1. specifies the records which may be disclosed;
 2. states the purpose of disclosure;
 3. identifies the party or class of parties to whom the disclosure may be made.
- E. The Corporation shall presume that either parent has the authority to disclose, inspect, and review the student's records unless a court order indicates otherwise or unless otherwise prohibited by law.

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

- F. The parents/eligible students are to complete the Corporation's Request for Information [Form 8330 F5](#) prior to receiving copies of any record.

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

- G. Subject to the limitations within the law, policy and/or guidelines, the COR shall provide parents/eligible students with copies of any information in the student's educational records and shall respond to

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reasonable requests for explanation and interpretation of the records. Signed permission should be obtained from eligible students prior to allowing their parents access to the records. Copies of the records, except for test protocols, shall be provided for the current cost of duplication unless that fee effectively prevents the parents/eligible students from exercising the right to inspect and review the records. Copies of test protocols will be provided only under the following circumstances:

1. the parent is physically unable to come to the school to view the protocols;
2. if the principal believes the protocols should be sent to an appropriately-licensed outside professional;
3. if the parent is preparing for a hearing under Article 7 or section 504.

H. If the parents/eligible students request disclosure of specific information by telephone, the COR shall not disclose requested information.

Third Party: Disclosure, Inspection/Review, and/or Copies of Records

When authorized, the COR shall permit inspection and review of a student's educational records, disclose specified information, or provide copies of educational records only after the requesting party has agreed not to share the information with a third party unless the parents/eligible students have so consented or the particular circumstances meet the requirements of the Family Education Rights and Privacy Act (FERPA) on third-party disclosure.

Amendments of Records (see [Form 8330 F6a](#), [Form 8330 F6b](#), and Form 8330 F6c)

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

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

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The COR shall decide whether or not to amend the record.

- B. If the COR decides not to amend, the parents/eligible students shall be so informed of the decision as well as of their rights to a hearing. The parents/eligible students also have the right to place a statement in the records commenting on the contested information in the records and/or stating s/he disagrees with the decision of the COR. Such a statement shall be maintained with the contested part of the records as long as the records exist and shall be disclosed as part of any record disclosure.

- C. Unless specified otherwise in law, third parties seeking to access confidential information in a student's record that has been generated by a professional or agency outside the Corporation may access these records only through the originator and in compliance with the laws governing disclosure.

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

- E. If the parents/eligible students request a Records Hearing, the Superintendent shall:
 - 1. select the Records Hearing Officer (RHO) (who may be an official of the Corporation who does not have a direct interest in the outcome of the hearing);
 - 2. direct the person selected as the RHO to arrange a hearing with the parents/eligible students within ten (10) business days from the date of the hearing request or at a mutually agreed time.

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

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

- F. The Records Hearing Officer shall conduct the hearing by:
1. introducing the participants;
 2. reviewing the agenda for the hearing;
 3. identifying the records in question;
 4. reviewing the items for which amendment is being requested;
 5. allowing the parents/eligible students and/or their representative to present evidence related to the issues;
 6. allowing the Corporation's representative(s) to present evidence related to the issues;
 7. recording the evidence presented by both parties;
 8. allowing each party a reasonable period of time to question the evidence of the other party;
 9. adjourning the hearing.

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- G. No later than ten (10) business days from the conclusion of the records hearing, the RHO shall summarize and send a copy of the findings to the Superintendent (see Form 8330 F7).
- H. The Superintendent, within ten (10) business days after receiving the findings of the Records Hearing Officer, shall make a decision, **based solely upon the evidence presented at the hearing**, and send to the parents/eligible students:
1. a letter stating the decision and the justification for the decision;
 2. a copy of the RHO's Report;
 3. copies of the amended records, if any;
 4. a notification of the right to place a statement in the record commenting on the contested information or stating why s/he disagrees with the decision.

EMERGENCY RELEASE

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

Upon receipt of a request for emergency information, the COR, shall ascertain whether the request constitutes a health/safety emergency and, if so, provide the requested information immediately.

TRANSFER OF RECORDS TO OTHER CORPORATIONS

Transfer of student records, including disciplinary records regarding any current suspensions and expulsions, must be within twenty (20) days of request and shall not be withheld from the school for a student's failure to pay any fees, fines, or charges imposed by this Corporation.

The COR shall transfer a student's records to another school when requested by the Corporation in which the student intends to enroll, provided the Board notifies the parents of the transfer, informs the parents of their right to get a copy of the document, and affords the parents an opportunity for a hearing to challenge the content of the record. (See [Form 8330 F4](#)).

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A copy of the cover letter sent to the School Corporation shall be retained in the student's file.

If parents/eligible students request a copy of the records being transferred, they shall be provided free of charge.

If a student is under the care of a shelter for victims of domestic violence, release of information is limited by law.

DISCLOSURE FOR STUDENT FINANCIAL AID

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

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

DESTRUCTION AND REVIEW OF RECORDS

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

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

The personally-identifiable information on a disabled student shall be retained permanently unless the parents/eligible students request that it be destroyed as specified in these guidelines. The COR

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should remind them that the records may be needed by the student or the parents for Social Security benefits or other purposes (see [Form 8330 F9](#)).

RIGHT TO FILE A COMPLAINT WITH THE U.S. DEPARTMENT OF EDUCATION

Parents and eligible students will be informed of the address where a complaint can be filed if they believe their rights have been violated on [Form 8330 F9](#). It is important that the address used on this form be checked annually to verify the accuracy of the address for complaints regarding the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA).

Revised 12/02

Revised 11/03

Revised 9/04

Revised 1/05

Revised 11/6/07

Revised 11/30/08

Revised 5/13/10

Revised 10/1/12

8340 - PROVIDING A REFERENCE

Administrators who choose to provide a letter of reference, when asked, for any Corporation employee shall adhere to the following when preparing such a letter:

- A. The request shall be submitted in writing.

The request shall include the name and title to whom the reference is to be directed, and the complete mailing address to which the letter is to be mailed.

- B. The letter of reference shall include only statements that are truthful and factual, that is, able to be substantiated by the employee's personnel file. When drafting the letter, the administrator shall include the following:
1. The first paragraph shall include a description of the position that the administrator holds as well as the position to which the employee was assigned in the Corporation, and the period of time upon which the administrator's comments are based.
 2. The second paragraph shall describe the duties assigned to the employee, and the manner in which s/he performed those duties and responsibilities. Any and all comments pertaining to the employee's job performance shall be based upon the employee's written performance evaluations.
 3. If appropriate, the third paragraph shall describe any additional duties or assignments of the employee, such as extracurricular or co-curricular assignments, and the manner in which the employee performed those duties and responsibilities.
 4. The fourth and final paragraph shall include the administrator's recommendation to the prospective employer.

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- C. The letter of reference shall not include any of the following:
1. any statements that the administrator knows to be untrue
 2. any statements made in bad faith
 3. any statements that are motivated by anger, grudges, jealousy, resentment, or ill will toward the employee
 4. any statements that include exaggerations
 5. any statements that are based upon incomplete investigations involving the employee
- D. In all cases a copy of any letter of reference provided by an administrator for a Corporation employee shall be filed in the employee's personnel file.

An administrator who chooses to provide a reference by phone for a Corporation employee shall adhere to the guidelines delineated in B and C above.

Furthermore, the administrator shall document the date, time, name, title and Corporation affiliation of the individual requesting the reference and include this information in the employee's personnel file.

An administrator is prohibited from assisting a Corporation employee in obtaining a new job if s/he knows or has probable cause to believe that the employee engaged in sexual misconduct regarding a minor or student in violation of State or Federal law. The only exceptions permitted are those authorized by the Every Student Succeeds Act, such as where the matter has been investigated by law enforcement and the matter was officially closed due to lack of probable cause or where the individual was acquitted or otherwise exonerated of the alleged misconduct. If the employee requesting a letter of reference has engaged in sexual misconduct regarding a minor or student in violation of State or Federal law, an administrator shall not provide a letter of reference for that employee.

8351 - SECURITY BREACH OF CONFIDENTIAL DATABASES

Investigation of Security Breach

Upon receiving notification of a security breach of one of the Corporation's databases, the Superintendent shall:

- A. determine how the breach occurred;
- B. take immediate steps to correct and stop further unauthorized access; and
- C. determine whether notification is required to be provided to any individuals whose personal information may have been subject to unauthorized access.

Notification of Security Breach to Affected Individuals

Notification is not required, but may be done, when there is a determination, based on a reasonable review of all the facts, that the security breach has not caused or is not likely to result in a material risk of identity theft or other fraud or result in substantial loss or injury to the individuals who are affected by the security breach. In making this determination, the Superintendent shall consider, at a minimum, whether the information accessed by an authorized individual was:

- A. unencrypted and unredacted personal information;
- B. encrypted but accessed by a person with access to the encryption code.

If the Superintendent determines that notice should be given, it shall be provided in the most expedient time possible, but not later than forty-five (45) days of the discovery of the breach. Notification shall be by one of the following methods:

- A. written notice to the address on record for the individual(s)
- B. written notice sent electronically, if the Corporation's primary method of communication with the individual disclosure must be made is through electronic means and there is reasonable belief that the e-mail address is current
- C. by telephone, provided that actual direct conversation is held with the individual within three (3) days of the first attempted call

The notification shall include:

- A. description of the security breach in general terms;
- B. the type of personal information that may have been accessed;
- C. general description of the measures taken to stop further Security Breaches;
- D. a telephone number where the person may obtain assistance or additional information

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- E. reminder to be vigilant and monitor for fraud or identify theft.

If the Corporation does not have sufficient contact information to provide notification as specified above, the cost of providing notification would exceed \$250,000 or the class of affected individuals exceeds 500 persons, the Corporation must provide substitute notice by the following methods:

- A. written notice sent electronically, if the Corporation has an e-mail address for the resident to whom the disclosure must be made and there is reasonable belief that the e-mail address is current
- B. conspicuous posting of the disclosure or notice on the Corporation's web site
- C. notification to major media outlets, provided that the cumulative total of the readership, viewing audience, or listening audience of the outlets notified equals or exceeds seventy-five percent (75%) of the population

The Corporation may delay the disclosure or notification if a law enforcement agency determines that notice to the affected individual(s) will impede a criminal investigation or jeopardize homeland or national security. In such cases, the Corporation shall provide notification after the law enforcement determines that disclosure will not compromise the investigation or security.

If over 1,000 Indiana residents are affected by the security breach, credit reporting agencies shall be notified.

Approved 11/11/09

8390 - USE OF SERVICE ANIMALS

The Superintendent and building principals or administrators in charge of Corporation facilities shall comply with the provisions of the Americans with Disabilities Act (ADA), as amended, regarding an individual with a disability's use of a service animal.

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

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

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

Vaccination, Licensing and/or Veterinary Requirements

Animals admitted or housed on Corporation property or brought on Corporation property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought onto Corporation property on a regular basis for any purpose, including service animals, must meet every veterinary health and inoculation requirement set forth in State law and local regulation or ordinance, including but not limited to a current rabies vaccination.

For purposes of this guideline, "service animal" includes an animal that serves as:

- A. a hearing animal;
- B. a guide animal;
- C. an assistance animal;
- D. a seizure alert animal;

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- E. a mobility animal;
- F. a psychiatric service animal; or
- G. an autism service animal.

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

- A. The service animal's trainer can help to develop a plan to assist the student with the service animal (e.g., the student's aide might transfer the service animal's leash from a student's wheelchair to a tree during recess). Additionally, a younger student might need reminders from school staff about controlling the dog until s/he is comfortable handling the service animal at school.
- B. While the student is responsible for the service animal's care, including feeding and supervision, the Corporation should develop a plan to provide the student with the necessary time to care for the animal and designate a location for the animal's toileting needs.

Additionally, Corporation staff are not responsible for the care or supervision of a service animal, unless the provision of a service animal is required for a student to receive a free appropriate public education ("FAPE"), in which case the Corporation's obligation must be stated in the student's IEP or Section 504 Plan.

A service animal may be removed from the Corporation premises if one (1) of the following exceptions applies:

- A. the animal is out of control and the animal's handler does not take effective action to control it; or
- B. the animal is not housebroken.

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If a service animal is properly excluded from the premises, the Superintendent, building principal, or administrator in charge of the facility shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Corporation staff shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his/her service animal. (See Board Policy [8405](#))

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

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

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

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

I.C. 16-32-3: Rights of Blind and Other Physically Disabled Persons
28 C.F.R. Part 35: Justice Department Regulations for Nondiscrimination on the Basis of Disability in State and Local Government Services

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29 C.F.R. 1630: EEOC Regulations Implementing the ADA as amended

34 C.F.R. Part 104: Regulations Implementing Section 504 of the Rehabilitation Act, 29 U.S.C. 794

34 C.F.R. Part 300: Individuals with Disabilities Education Act (IDEA) Regulations

511 IAC 7-43-1(1)(2)(B): Related Services for Students

Approved 10/14/13

Revised 1/25/16

8400 - SCHOOL SAFETY

The Board will develop and implement a plan of corrective action in order to reduce the rate of weapon-related incidents and violent criminal offenses that occur in or on school grounds (i.e., in or on Corporation buildings, grounds, and bus transportation to and from school, Corporation-sponsored activities and designated bus stops) and/or result in students being removed from the school. The plan will be developed within twenty (20) days of the school being designated as persistently dangerous and consider corrective action including, but not limited to, the following:

- A. hiring additional personnel to supervise students in common areas;
- B. increasing instructional activities in areas such as conflict resolution;
- C. working with law enforcement officials to identify and eliminate gang-related activities;
- D. in-service training of teachers and administrators regarding the consistent enforcement of school discipline rules and policies;
- E. limiting access to campus;
- F. hiring additional security personnel and security equipment.

Upon completion and implementation of the plan of corrective action, the Board will apply to the State Board of Education to have the school removed from the list of persistently dangerous schools. However, should the school remain on the list, students will be provided with the opportunity to transfer to a safe school in accordance with Policy 5113.02 and AG 5113.02.

Approved 7/05

8405 - ENVIRONMENTAL HEALTH AND SAFETY ISSUES

Each school facility is to meet criteria established by the ISDH. During inspections by the ISDH, the inspector will investigate any condition that is or could be contributing to poor air quality including, but not limited to the following: carbon dioxide levels, humidity, evidence of mold or water damage, and excess dust.

Criteria established by the ISDH are as follows:

- A. Carbon dioxide levels shall never exceed seven hundred (700) ppm over the outdoor carbon dioxide concentration.
- B. Outdoor air shall be supplied to classrooms when occupied.
- C. Heating facilities shall be capable of and operated during periods of student occupancy to maintain a temperature not less than sixty-eight (68) degrees Fahrenheit in all instructional rooms, offices, locker rooms, and cafeteria; sixty-five (65) degrees Fahrenheit in activity rooms and shops; and sixty (60) degrees Fahrenheit in interior toilet rooms.
- D. When air conditioning is being provided, the system shall be capable of providing and operating during times of student occupancy to maintain a temperature not to exceed seventy-eight (78) degrees Fahrenheit and sixty-five percent (65%) relative humidity.
- E. The school corporation shall establish and maintain a written procedure for routine maintenance of the heating, ventilating and air conditioning system (HVAC). This procedure shall include the following items:
 - 1. a schedule for inspecting the HVAC system, including annual inspection
 - 2. ensuring that all supply and return air pathways in the HVAC system are unobstructed and perform as required

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3. a schedule for cleaning the HVAC coils at least annually

4. a schedule for inspecting and changing filters

This written procedure for routine maintenance, as well as a log verifying the maintenance was completed in a timely manner including the logging of cleaning and filter changes of the HVAC system, shall be made available for the state inspector's review and maintained for a minimum of three (3) years.

Indiana Department of Health Model Policies
I.C. 16-19-3-5, 16-41-37.5
410 IAC 33-4-1 through 8

Approved 10/1/12

8405A - USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES

Live animals shall be allowed in the classroom for educational purposes. It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals. Teachers are encouraged to contact such organizations as the State Veterinary Association, the National or State Wildlife Federation, etc. regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

- A. Students are to be instructed not to bring personal pets to school at any time without the approval of the principal.

- B. It is permissible for the class to have one (1) or more animals as classroom pets under the following conditions:
 - 1. the animal is not venomous or vicious
 - 2. the parents are notified in advance that an animal will be brought into the classroom
 - 3. none of the children is allergic to the particular animal
 - 4. proper immunization has been done by a qualified veterinarian
 - 5. arrangements have been made for housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment
 - 6. the teacher is responsible for cleaning the cage or aquarium and responsible for the proper disposal of waste
 - 7. the teacher is responsible for the proper care of the animal when school is not in session
 - 8. rules have been established and understood regarding when and how the animal is to be treated by the students
 - 9. the principal has approved the plan

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- C. When animals are to be brought into the school or classroom on an ad hoc basis as part of a lesson or series of lessons, all of the conditions stated above apply, and in addition, the teacher is to ensure the proper pick-up and return of the animal.

Introducing an animal to the classroom should be well planned and thoroughly investigated depending on the type of animal. Some considerations in addition to the considerations listed above would include the following:

1. Reptiles and amphibians can carry disease and special precautions are necessary when handling them. Because the disease can be very serious in young children, handling of reptiles and amphibians by young children is not recommended. Thorough hygiene practices must be followed by anyone handling reptiles and amphibians.
 2. Wild mammals such as bats, raccoons, groundhogs, coyotes, foxes, etc. carry a high risk of rabies. Such animals should not be brought to school unless under the control of a trained professional responsible for preventing exposure to students and staff.
 3. Chicks and ducklings carry a high risk of transmitting enteric (diarrhea) which can be especially harmful to young children. These animals are inappropriate in school without education on safe and proper handling and hygiene procedures.
- D. Except as set forth above and/or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time.
- E. The Corporation may have a service animal removed from the school premises if the animal is out of control and the animal's handler does not take effective action to control it or the animal is not housebroken. The Corporation is not responsible for the care or supervision of a service animal. The service animal is allowed to accompany its human in all areas the human is permitted to go.

Approved 10/1/12

8410 - CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN

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

- A. **Focus on academic achievement.** Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Adequate resources and programs help ensure that expectations are met. Expectations are communicated clearly, with the understanding that meeting such expectations is a responsibility of the student, the school, and the home. Students who do not receive the support they need are less likely to behave in socially desirable ways.
- B. **Involve families in meaningful ways.** Students whose families are involved in their growth in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children--and they support families in getting the help they need to address behaviors that cause concern.
- C. **Develop links to the community.** Everyone must be committed to improving schools. Schools that have close ties to families, support services, community police, the faith-based community, and the community at large can benefit from many valuable resources. When these links are weak, the risk of school violence is heightened and the opportunity to serve children who are at risk for violence or who may be affected by it is decreased.
- D. **Emphasize positive relationships among students and staff.** Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help overcoming feelings of isolation and support in developing connections to others. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations--they encourage students to help each other and to feel comfortable assisting others in getting help when needed.

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- E. **Discuss safety issues openly.** Children come to school with many different perceptions--and misconceptions--about death, violence, and the use of weapons. Schools can reduce the risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.

- F. **Treat students with equal respect.** A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor--both by staff and by peers. Students who have been treated unfairly may become scapegoats and/or targets of violence. In some cases, victims may react in aggressive ways. Effective schools communicate to students and the greater community that all children are valued and respected. There is a deliberate and systematic effort--for example, displaying children's artwork, posting academic work prominently throughout the building, respecting students' diversity--to establish a climate that demonstrates care and a sense of community.

- G. **Create ways for students to share their concerns.** It has been found that peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report such troubling behaviors that may lead to dangerous situations. And students who report potential school violence must be protected. It is important for schools to support and foster positive relationships between students and adults so students will feel safe providing information about a potentially dangerous situation.

- H. **Help children feel safe expressing their feelings.** It is very important that children feel safe when expressing their needs, fears, and anxieties to school staff. When they do not have access to caring adults, feelings of isolation, rejection, and disappointment are more likely to occur, increasing the probability of acting-out behaviors.

- I. **Have in place a system for referring children who are suspected of being abused or neglected.** The referral system must be appropriate and reflect federal and state guidelines.

- J. **Offer extended day programs for children.** School-based before-and after-school programs can be effective in reducing violence. Effective programs are well supervised and provide children with support and a range of options, such as counseling, tutoring, mentoring, cultural arts, community service, clubs, access to computers, and help with homework.

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- K. **Promote good citizenship and character.** In addition to their academic mission, schools must help students become good citizens. First, schools stand for the civic values set forth in our Constitution and Bill of Rights (patriotism; freedom of religion, speech, and press; equal protection/nondiscrimination; and due process/fairness). Schools also reinforce and promote the shared values of their local communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.
- L. **Identify problems and assess progress toward solutions.** Schools must openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community at large.
- M. **Support students in making the transition to adult life and the workplace.** Youth need assistance in planning their future and in developing skills that will result in success. For example, schools can provide students with community service opportunities, work-study programs, and apprenticeships that help connect them to caring adults in the community. These relationships, when established early, foster in youth a sense of hope and security for the future.

8410A - EARLY WARNING SIGNS OF POSSIBLE SCHOOL VIOLENCE

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

- A. ***Social withdrawal.*** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- B. ***Excessive feelings of isolation and being alone.*** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- C. ***Excessive feelings of rejection.*** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- D. ***Being a victim of violence.*** Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- E. ***Feelings of being picked on and persecuted.*** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.
- F. ***Low school interest and poor academic performance.*** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations--such as when the low achiever feels frustrated, unworthy, chastised, and denigrated--acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- G. ***Expression of violence in writings and drawings.*** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an

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overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional--such as a school psychologist, counselor, or other mental health specialist--to determine its meaning.

- H. ***Uncontrolled anger.*** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- I. ***Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.*** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- J. ***History of discipline problems.*** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- K. ***Past history of violent and aggressive behavior.*** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- L. ***Intolerance for differences and prejudicial attitudes.*** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- M. ***Drug use and alcohol use.*** Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.

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- N. ***Affiliation with gangs.*** Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students--cause fear and stress among other students. Youth who are influenced by these groups--those who emulate and copy their behavior, as well as those who become affiliated with them--may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- O. ***Inappropriate access to, possession of, and use of firearms.*** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- P. ***Serious threats of violence.*** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Unfortunately, **there is a real danger that early warning signs will be misinterpreted.**

Educators and parents--and in some cases, students--can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include:

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

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appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.

- D. **View warning signs within a developmental context.** Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is developmentally typical behavior, so that behaviors are not misinterpreted.
- E. **Understand that children typically exhibit multiple warning signs.** It is common for children who are troubled to exhibit multiple signs. Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

8410B - IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS

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

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

Imminent warning signs may include:

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

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

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

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

8410C - PRINCIPLES UNDERLYING INTERVENTION

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

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

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

- A. **Share responsibility by establishing a partnership with the child, school, home, and community.** Coordinated service systems should be available for children who are at risk for violent behavior. Effective schools reach out to include families and the entire community in the education of children. In addition, effective schools coordinate and collaborate with child and family service agencies, law enforcement and juvenile justice systems, mental health agencies, businesses, faith and ethnic leaders, and other community agencies.
- B. **Inform parents and listen to them when early warning signs are observed.** Parents should be involved as soon as possible. Effective and safe schools make persistent efforts to involve parents by: informing them routinely about school discipline policies, procedures, and rules, and about their children's behavior (both good and bad); involving them in making decisions concerning schoolwide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs, and crisis planning. Parents need to know what school-based interventions are being used with their children and how they can support their success.
- C. **Maintain confidentiality and parents' rights to privacy.** Parental involvement and consent is required before personally identifiable information is shared with other agencies, except in the case of emergencies or suspicion of abuse. The *Family Educational Rights and Privacy Act* (FERPA), a federal law that addresses the privacy of education records, must be observed in all referrals to or sharing of information with other community agencies. Furthermore, parent-approved interagency communication must be kept confidential. FERPA does not prevent disclosure of personally identifiable information to appropriate parties--such as law enforcement officials, trained medical personnel, and other emergency personnel--when responsible personnel determine there is an emergency (imminent danger).

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- D. **Develop the capacity of staff, students, and families to intervene.** Many school staff members are afraid of saying or doing the wrong thing when faced with a potentially violent student. Effective schools provide the entire school community--teachers, students, parents, support staff--with training and support in responding to imminent warning signs, preventing violence, and intervening safely and effectively. Interventions must be monitored by professionals who are competent in the approach. According to researchers, programs do not succeed without the ongoing support of administrators, parents, and community leaders.
- E. **Support students in being responsible for their actions.** Effective school communities encourage students to see themselves as responsible for their actions, and actively engage them in planning, implementing, and evaluating violence prevention initiatives.
- F. **Simplify staff requests for urgent assistance.** Many school systems and community agencies have complex legalistic referral systems with timelines and waiting lists. Children who are at risk of endangering themselves or others cannot be placed on waiting lists.
- G. **Make interventions available as early as possible.** Too frequently, interventions are not made available until the student becomes violent or is adjudicated as a youthful offender. Interventions for children who have reached this stage are both costly, restrictive, and relatively inefficient. Effective schools build mechanisms into their intervention processes to ensure that referrals are addressed promptly, and that feedback is provided to the referring individual.
- H. **Use sustained, multiple, coordinated interventions.** It is rare that children are violent or disruptive only in school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented. They help families and staff work together to help the child. Coordinated efforts draw resources from community agencies that are respectful of and responsive to the needs of families. Isolated, inconsistent, short-term, and fragmented interventions will not be successful-and may actually do harm.
- I. **Analyze the contexts in which violent behavior occurs.** School communities can enhance their effectiveness by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an appropriate course of action, consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood that they will be implemented effectively.
- J. **Build upon and coordinate internal school resources.** In developing and implementing violence prevention and response plans, effective schools draw upon the resources of various school-based programs and staff--such as special education, safe and drug free school programs, pupil services, and Title I.

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

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enforcement agencies. These responses should reflect school board policies and be consistent with the violence prevention and response plan.

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

Examples of early intervention components that work include:

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

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

Intervention Tactic: Teaching Positive Interaction Skills

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

Intervention Tactic: Providing Comprehensive Services

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

Intervention Tactic: Referring the Child for Special Education Evaluation

If there is evidence of persistent problem behavior or poor academic achievement, it may be appropriate to conduct a formal assessment to determine if the child is disabled and eligible for

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

8410E - ACTION PLANNING CHECKLIST

Prevention-Intervention-Crisis Response

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

Does my school have characteristics that:

___ Are responsive to all children?

What To Look For--Early Warning Signs of Violence

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

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

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

___ Are able to identify early warning signs?

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

Does my school:

___ Understand the principles underlying intervention?

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

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

___ Have schoolwide preventive strategies in place that support early intervention?

What To Do--Crisis Response

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Does my school:

- ___ Understand the principles underlying crisis response?

- ___ Have a procedure for intervening during a crisis to ensure safety?

- ___ Know how to respond in the aftermath of tragedy?

8410F - CRISIS PROCEDURE CHECKLIST

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

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

8410G - CHARACTERISTICS OF A SAFE PHYSICAL ENVIRONMENT

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

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

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

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

8410H - TIPS FOR PARENTS

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

8420 - EMERGENCY PROCEDURES

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

EVACUATION

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

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

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

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- C. In case of bomb threat, the fire, police, and sheriff's department and the principal will search the building.

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

FIRE/TORNADO DRILLS

In accordance with State law, fire drills are to be conducted periodically, not less than monthly. Each principal shall prepare and distribute fire drill procedures whereby:

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

8420A - SEVERE WEATHER AND TORNADOES

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

Tornado Watch

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

Tornado Warning

A tornado warning signals that a tornado has been sighted and may be approaching.

The tornado warning signal is an announcement on the public address system.

Initial Procedures

- A. Staff shall open all classroom windows and doors and proceed with all students to the predesignated tornado shelter areas and remain there with the students until further notice.
- B. All groups outside the building are to return to the school and go to their designated shelter area.
- C. Disabled students who need assistance are to be assisted by the person designated to assist them for building evacuations.
- D. No student shall be allowed out of his/her designated area unless his/her parent comes to the school and requests that the student be released. A student is to be released only to his/her parents.

Shelter Procedures

- A. Students shall line the interior hallways as quickly and safely as possible away from glass and sit with their backs to the interior wall, knees drawn tightly to their chests, face positioned between their knees, and their hands over their necks. Students in wheel chairs are to remain in their chairs with the back of the chair against the interior wall.
- B. Students shall remain quiet to wait for instructions.

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- C. Staff members shall remain alert for students who evidence signs of stress or panic, and when necessary, move such students to an area where they will not influence other students and remain with them until the all-clear signal is given.

The principal shall give the all-clear signal and provide further directions.

Areas to be avoided.

- A. Spaces that are opposite doorways or openings into rooms that have windows in the exterior walls, and areas with large roof spaces
- B. Interior locations that contain glass, such as doors, windows, display cases and the like.
- C. Areas where doors swing. When the storm hits, the doors are likely to swing violently.
- D. Any wall which is nonload-bearing.
- E. Corridor intersections (stay at least ten (10) feet away).
- F. Any corridor which has potential to become a wind tunnel.

8430 - TELEPHONING OF BOMB THREATS

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

- A. Be alert to any of the following background sounds that may give a clue to the location of the caller:
 - radio playing, voices, sirens, construction noise, TV, whistles, traffic noise, bells
- B. Ask the caller:
 - Where is the bomb located?
 - What time is it to go off?
 - What kind of a bomb is it?
 - What is your name?*
 - Where are you calling from?
- C. Make a note about speech characteristics such as:
 - male, female, low tone, high pitch, stutter or stammer, regional or foreign accent
- D. Note impressions such as:
 - does the voice sound familiar?
 - does the caller sound sincere?
 - does the caller seem familiar with the school?
- E. Write down **exactly** what the caller says; ask him/her to repeat the message.
- F. Try to signal someone about the nature of the conversation while you keep the caller on the line.

8431 - CHEMICAL MANAGEMENT/TOXIC HAZARDS PLAN AND WRITTEN HAZARD COMMUNICATION PROGRAM

Use of these guidelines will assist in preparing a chemical management/toxic hazards plan and a communication program that will be in compliance with Policy [8431](#).

CHEMICAL MANAGEMENT/TOXIC HAZARDS PLAN

Inventory

The inventory of chemicals shall contain:

- A. a list of chemicals stored Corporation-wide;
- B. date of purchase;
- C. expiration date;
- D. storage location in the Corporation;
- E. at the time of an annual review of inventory, the identification of expired or unwanted chemicals to be properly disposed.

Purchasing

Chemical purchasing shall adhere to the following:

- A. the Toxic Hazards Preparedness Officer (THP) will be informed of all planned chemical purchases
- B. donated items or products employees want to bring into the school must be approved by the THP

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- C. the least toxic chemical that is effective for the intended purpose will be purchased
- D. chemicals that are on the banned chemical listing shall not be purchased
- E. over stocking is not permitted

Use

All toxic chemicals shall be properly used including:

- A. mixing according to manufacturer's directions;
- B. adherence to warning regarding proper ventilation;
- C. only properly trained staff may use toxic chemicals;
- D. use to toxic chemicals should be when students are not present;
- E. all applications are done in accordance with the manufacturer's directions;
- F. proper notification are given before the application, if such notifications are required;
- G. purchased chemicals will be used on a first in first used basis.

Storage

Storage of toxic chemicals shall adhere to the following:

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- A. all containers, if not the original container, shall be properly ventilated
- B. storage areas must be properly ventilated
- C. hazardous chemicals shall be stored only in locked areas
- D. chemicals shall be stored in accordance with the manufacturer's recommendations
- E. chemicals that are reactive with each other will not be stored in proximity to one another

Disposal

Disposal of all chemicals shall adhere to the following:

- A. disposal shall follow State guidelines under the directions provided by the THP
- B. stored chemicals identified for disposal shall be marked as such on the container
- C. banned chemicals shall be disposed of as soon as possible after learning of the ban

Spills and Other Accidents

Planning for the potential of a spill or other accident shall include the following:

- A. follow the directions of the manufacturer for cleaning a spill;

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- B. should an accident occur which exceeds simply cleaning the area according to the manufacturer's directions, procedures outlined in the Corporation Emergency Preparedness Plan should be followed:
1. for situations of extreme emergency, call 911
 2. staff handling toxic or hazardous chemicals shall be trained annually on response to emergency situations

WRITTEN HAZARD COMMUNICATION PROGRAM

Some methods in this written hazard communication plan go beyond the minimum requirements of the standard to more effectively communicate hazards to staff members, for example, having them sign training statements.

General

The following written hazard communication program has been established for the Corporation by its THP Officer, the Director of Buildings and Grounds.

The program will be available in his/her office for review by all employees.

A. **Hazard Determination**

The Director of Buildings and Grounds will be relying on Material Safety Data Sheets from material suppliers to meet hazard determination requirements.

B. **Labeling**

The Director of Buildings and Grounds will be responsible for ensuring that:

1. all incoming containers are properly labeled;

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2. all incoming products are checked for identity, hazard warning, and name and address of the responsible party;
3. all portable containers are labeled with identity and hazard warning;
4. piping systems are painted at access points and every ten (10) feet where the piping is eight (8) feet or closer to employee contact.

C. Material Safety Data Sheets (MSDS)

1. The Director of Buildings and Grounds will be responsible for compiling the master MSDS file. It will be kept in the Superintendent's office.
2. MSDSs will be available for review to all employees. Copies will be available upon request to the principals and other supervisors.
3. The Director of Buildings and Grounds shall make requests for MSDSs on all purchase orders. A file of follow-up letters shall be maintained for all shipments received without MSDSs.
4. The Director of Buildings and Grounds shall provide supervisors with the required OSHA Right to Know poster and postings notifying employees of new or revised MSDSs within five (5) days of receipt of a new or revised MSDS.

D. Employee Information and Training

1. The THP Officer shall coordinate and maintain records of training.

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2. Before starting work, each new employee will attend a safety class and be given a Hazardous Materials handbook which will have information on:
 - a. chemicals and their hazards in their work areas;
 - b. how to lessen or prevent exposure to these hazardous chemicals;
 - c. what has been done to lessen or prevent workers' exposure to these chemicals;
 - d. procedures to follow if they are exposed to these chemicals;
 - e. how to read and interpret labels and MSDSs.
3. After attending the class each employee will sign a form stating that they received the written materials outlined above and received the safety training.
4. Before any new hazardous material is allowed in the Corporation, appropriate employees will be given information in the same manner as during the safety class. Each supervisor will be responsible for seeing that MSDSs on the new chemicals are available.
5. Safety meetings will be held periodically and Hazardous Materials used in the Corporation will be discussed. Attendance is mandatory for all employees.
6. Notices will be posted on the employee bulletin boards that provide the location of the written hazard communication program.

E. Informing Contractors

1. It is the responsibility of the THP Officer to provide any contractors and their employees with the following information:
 - a. hazardous chemicals to which they may be exposed while on the job site
 - b. measures the employees may take to lessen the risks
 - c. steps the Corporation has taken to lessen the risks
 - d. MSDSs for all hazardous chemicals are on file in the plant office
 - e. procedures to follow if they are exposed
2. The THP Officer will ensure that contractors' employees are given this information prior to working in the Corporation.

F. List of Hazardous Chemicals

A list of the hazardous chemicals used in the Corporation is to be available in the office of the THP Officer.

Revised 10/1/12

8432 - PEST CONTROL AND USE OF PESTICIDES

This administrative guideline is established in an attempt to assure proper control of any pesticides or other harmful chemicals that might be used on Corporation premises. "Pesticide" is defined as a fungicide used on plants, an insecticide, a herbicide, or a rodenticide.

The intent of this guideline is to prevent unnecessary exposure of staff members, students, or the public to potentially harmful substances.

Pesticides will be applied only by certified pesticide applicators or individuals operating under their supervision. The certified pesticide applicator shall train non-certified staff members who apply pesticides. The training must include:

- A. a review of the Corporation's pest control policy;
- B. a review of the label instructions for the pesticides to be used;
- C. methods to determine when an application of a pesticide is necessary;
- D. how to minimize potential pesticide exposure to students, teachers, and staff;
- E. what activities are prohibited;
- F. written documentation of the training.

An emergency application of pesticides is defined as to when an application of pesticides is necessary to eliminate an immediate threat to human health and where it is impractical to obtain the services of a certified pesticide applicator provided such emergency application does not involve a restricted use pesticide. Restricted use pesticides may be used only by certified applicators or under their direct supervision.

At the time of registration for each school year. The School Board shall provide the staff members of each school and the parents of each child enrolled in each school with a written copy of the Board's policy on pesticide applications, the name and telephone number of the school contact person for pest control information, and a request form for those wishing to be placed on a list for advanced notice. This information may be given in the form of a memorandum or as a provision in the student and/or staff handbook. This information shall also be provided to the parents of any child who transfers into a school during the school year. A request for such notice may be made at any time during the school year.

Parents and staff members may register for prior notice of pesticide applications. Each school principal shall maintain a registry of persons requesting such notice. Prior to the application of pesticides within any building or on school grounds, the parents and staff members who have

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registered for prior notice shall receive a mailing to be received no later than two (2) school days prior to the application unless an emergency is declared.

The aforementioned notice shall include the (1) name of the active ingredient of the pesticide to be applied if part of a routine scheduled service, (2) location of the application, (3) date of application, (4) approximate time and length of the application and (5) name and telephone number of the school administrator or who may be contacted for further information. If the application is a part of a routine service the notice will also include a description of the pests encountered and the application method used during the previous service.

When possible, pesticide applications will be done during noninstructional time or during vacation periods.

Any pesticide application is prohibited when in the presence of children while they are in the room or on school grounds in or near the area to be treated.

If an emergency application is necessary to eliminate an immediate threat to human health, no person may enter the area of such application until it is safe to do so according to the provisions on the pesticide label.

In cases of an emergency application, prior notice is not required. Notice will be given to those persons who have previously requested notice of pesticide applications as soon as possible after such application.

A copy of the records of each pesticide application at a school shall be maintained for ninety (90) days. The records will contain the following information:

- A. date and time of the inspection and pesticide application;
- B. pests found during inspection;
- C. brand name and active ingredient of pesticide(s);
- D. EPA registration number of pesticide(s);
- E. areas treated;
- F. name of applicator
- G. source for obtaining information on the pesticide label(s), material safety data sheet(s), and/or fact sheet(s) for end use concentrations.

The school principal, upon request, will make available the pesticide application information listed above for at least ninety (90) days from the date of application.

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Potentially harmful substances shall be chosen for the low levels of toxicity. The least toxic formulations and safest methods of application will be selected when there is a choice of products with comparable effectiveness. Whenever practical, nonchemical controls shall be used.

Storage of harmful products will be kept to a minimum. Only enough of the product for a given application shall be purchased. All storage instructions will be followed explicitly. All such products and the application equipment will be stored away from other activities and especially separated from food products or occupied rooms. All storage facilities will be maintained as a locked area and clearly marked as containing pesticides.

All pesticide products will have complete label instructions, will remain in the original container and Material Safety Data Sheet will be on file and readily available to any employee who must handle such materials or who may have been exposed to the product. This information shall also be available to any member of the public upon request.

All applications of harmful products will be made in strict compliance with label instructions.

School Corporation employees responsible for handling and applying pesticides shall have specific pesticide training.

Training for school employees to become certified pest control applicators is available. The Corporation may provide for financial support of such training for employees designated by the Superintendent as needing such training. Such financial support will be subject to the availability of budgetary funds and the approval of the Board.

The Superintendent shall be the contact person for providing information regarding pesticide application activities at the school site, including but not limited to giving oral and written notification, supervising the sending of notifications required by school policy and maintaining records of pesticide applications.

8442 - ON-THE-JOB INJURY

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

- A. The injured employee shall report to the principal's office and complete the required paperwork before reporting to an approved physician. The only exception will be if the injury is of such a nature that it requires immediate emergency attention. In that case, treatment should be undertaken and a report of the accident made to the Superintendent's office at the earliest opportunity.
- B. The appropriate form shall be completed by the Superintendent's office for injuries involving outside medical costs and lost time injuries with less than seven (7) days disability.

If the Corporation does not believe the injury entitles the employee to receive worker compensation benefits, it shall so notify the employee and the Worker Compensation Board within thirty (30) days of the date at which the alleged disability begins, in accordance with the procedures prescribed by the Board. (I.C. 22-3-7)

Revised 1/05

8450 - MANAGEMENT OF SELECTED CASUAL-CONTACT DISEASES

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

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
CHICKENPOX (Varicella)	General discomfort, slight to high fever, headache, and loss of appetite. Lesions appear in bunches with most on upper body. Face and extremities are less affected. Typical lesions have teardrop shape surrounded by reddened area. Blistered (new) and broken and crusted (old) eruptions are on the skin at the same time.	10-21 days av: 14-16	48 hours before rash to 5 days after rash first starts or until all vesicles have scabbed.	When lesions are dry and crusted and no new eruptions. At least 5 days after rash first appears.
FIFTH DISEASE (Erythema Infectiosum) (Hungarian measles)	Rash begins as a solid red area on cheeks ("slapped cheek" appearance), spreading to upper arms and legs, trunk, hands and feet.	4-14 days can be as long as 20 days	Exact duration unknown. Greatest before rash onset. Probably not communicable after rash onset.	Fever and signs of illness other than rash are no longer present.

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INFLUENZA (Viral Influenza)	Fever, headache, muscle aches. Sore throat, and cough (25% of school age children may have nausea, vomiting, and diarrhea).	1-5 days	Probably 3 to 5 days from onset in adults; up to 7 days in young children.	Fever no longer present.
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*Some of this information was taken from the publication. Communicable Disease Flipcart for School Personnel. Indiana State Department of Health, 1995

SCARLET FEVER (Scarletina)	Begins with fever and sore throat. Rash appears as a pink-red flush which looks like a sunburn with goose pimples, that spreads to all parts of the body usually not on face, palms of hands or soles of feet. Afterward, the skin peels off like sunburn. Often the tongue has a "strawberry" appearance.	1-3 days	In untreated, uncomplicated cases, 10-21 days or until under adequate antibiotic treatment for 24-48 hours.	Adequate treatment for 24-48 hours fever no longer present.
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DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
SPINAL MENINGITIS (Meningococcal and Haemophilus)	Sudden onset of high fever, headache, and stiff neck. In severe cases, delirium stupor or coma can also occur. In meningococcal	2 -10 days av: 2-4 days report to Health Department	Until the meningococcus is no longer present in discharge from nose and mouth. Usually will disappear within 2 hrs. after	Requires doctor's note for re-admittance.

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meningitis small
purplish spots are
occasionally seen
in skin and
mucous
membranes.

appropriate
antibiotics.

8451 - PEDICULOSIS (HEAD LICE)

Whenever a student is found to be infested with head lice, his/her parent/guardian will be notified of the infestation and requested to pick up the student immediately.

Additionally, the student will be told of the infestation and reassured that it is a very treatable condition and nothing to be ashamed of. The student also will be educated in the transmission of lice and told not to share combs, hats, etc. with others.

When the parent picks up the student, the parent will be informed that the student needs to be treated before s/he returns. The student will be permitted to return to school after it is confirmed that the child is free of any live lice.

The parent will be provided with a notification letter and a treatment form that provides guidance and educational material concerning the epidemiology, treatment, and follow-up procedures for the infestation and will also be shown by the school nurse or health staff member the evidence of the student's infestation.

The parent will be informed that other family members might be infested and need treatment.

If the parent is unwilling or unable to identify nits or lice, s/he should be advised where this service is provided (local health department, clinic, and physician's office).

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

The other students in the infested student's classroom and the student's sibling(s) should be examined for evidence of either the lice or lice eggs (nits). The examinations should be done by the school nurse or designee. The proper way to confirm the presence of lice is to find actual lice in the child's hair. Transmission of lice most often occurs by direct contact with the head of another infested child as lice do not jump or fly. Indirect contact can include personal belongings of an infested child (combs, brushes, hats, pillows, and bedding).

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

Procedure for treatment and follow up:

- A. If head lice are confirmed at school, the actions described above will be taken.
- B. Parents need to notify the school health staff if they discover lice at home. They should notify parents of their child's close friends.

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- C. The school health staff is readily available to discuss treatment and follow-up of head lice.

Revised 2/23/15

8452 - USE AND MAINTENANCE OF AUTOMATIC EXTERNAL DEFIBRILLATORS

These guidelines are established as guidance to those who are trained and willing to use Corporation Automated External Defibrillators ("AEDs") in appropriate emergency medical situations. These guidelines do not create an obligation to use the AEDs nor do they create an expectation that an AED will be available or that a trained employee will be present and/or able to use the AED in the event of a medical emergency. Any individual using a Corporation AED is subject to the immunities established in R.C. 2305.235.

AED SAFETY COORDINATOR

The head nurse, will perform the duties of AED "Safety Coordinator."

MEDICAL AUTHORIZATION FOR THE AED PROGRAM

Prior to authorizing use of the AEDs in the Corporation, the Safety Coordinator will secure a prescription for such use from an appropriate medical practitioner, as identified below. In order to maintain the prescription, the Safety Coordinator will assure that the serial numbers from all Corporation AEDs are forwarded to the identified medical practitioner along with all initial and on-going staff training records. Such information will also be provided to the local emergency medical service provider.

The Safety Coordinator will seek a case review by the prescribing medical practitioner in the event that a Corporation AED is used.

TRAINING OF "EXPECTED USERS"

Individuals in the following positions are hereby identified as "expected users" of Corporation AEDs:

- A. all school nurses;
- B. athletic director(s);
- C. all athletic trainers;
- D. physical education teachers;
- E. coaching staff of an interscholastic athletic team;
- F. additional staff as deemed appropriate by each building administrator.

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Individuals who are presently employed under a regular or supplemental contract for any of these positions must complete a training course in the use of the AED as well as CPR as described below. Any of these individuals who is able to produce evidence of completion of the requisite training within the two (2) years prior to the adoption of these guidelines is not required to undergo such training again. Any individual who is awarded a contract or supplemental contract for any of these positions subsequent to the adoption of these guidelines must seek appropriate training within a reasonable period of time.

The Safety Coordinator will contact the local emergency medical service provider to schedule and coordinate training in a program consistent with the training protocols established by the National Center for Early Defibrillation (www.early_defib.org) and conducted by an organization listed by the National Center. The Safety Coordinator will maintain all records evidencing training. All training will be in compliance with State and/or Federal law.

All expected users must annually complete an AED-CPR skill proficiency demonstration. Each individual's annual performance will be reviewed in cooperation with the local emergency medical service provider. The Safety Coordinator will arrange this annual review with the local emergency medical service provider as well as remediation as appropriate.

AED MAINTENANCE

All Corporation AEDs must be maintained and tested according to the manufacturer's guidelines.

The Safety Coordinator will retain all manufacturer's guidelines in his/her office along with any additional specifications or technical information for each approved AED model made available for use in the Corporation.

The Safety Coordinator will oversee the performance of regular maintenance of Corporation AEDs in accordance with the intervals established by the manufacturer. The Safety Coordinator or a designee will perform monthly checks of the AED defibrillator pads and batteries to assure compliance with expiration dates. The Safety Coordinator will re-order replacement supplies for the AED upon determining that existing supplies will expire within the ensuing two (2) months.

The Safety Coordinator or a designee will maintain a weekly checklist to document the proper maintenance of the AEDs as well as monthly inspections.

Following use of an AED, the Safety Coordinator must replace all single use items associated with the AED as quickly as possible.

AED LOCATIONS

Each building principal must identify a location for the storage of any AED assigned to his/her school building. The location for storage of an AED should be made in consultation with the Safety Coordinator and must be a location which is obviously visible to expected users in the event of an emergency and which is accessible outside of normal school hours. Upon installation, the Safety Coordinator must notify all area emergency medical services of the locations of all AEDs.

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If an AED is made available for use outside of regular school hours at a site other than a normal fixed location, such as at an athletic contest, then the AED may be transported by any expected user to such a location. The individual responsible for transport must inform all other expected users regarding the location of the transported AED upon arrival.

GUIDELINES FOR USE OF AEDs

Prior to use of an AED, the trained expected AED user should assess the scene of the medical emergency for safety. The expected user should make the scene of the emergency as safe as possible prior to use of the AED, including placing the person on a hard surface away from standing water. Expected users are not expected to place themselves at risk in order to provide aid to others.

Unless otherwise specified by the manufacturer, AEDs should only be used on a person who is at least eight (8) years old and/or eighty (80) pounds. **The AED should be attached only to victims who are unresponsive, not breathing normally and have no detected pulse.**

Procedures For Use During School Hours

- A. After assessing the symptoms described above, a responsible adult shall alert the main office either by calling the main office on any school phone, or by sending a runner to the building principal. The responsible adult shall provide the main office with information regarding the location of the medical emergency, the symptoms of the individual, and detailing any safety issues related to the scene.
- B. The principal or a designee shall immediately contact emergency medical services by calling 911, and shall contact and dispatch a trained expected AED user from the school building to the location of the emergency.
- C. The principal or designee shall retrieve the AED for delivery to the scene.
- D. Upon arrival, the trained expected AED user must assess the symptoms of the person and assess whether the person meets the criteria for use of the AED.
- E. The trained expected AED user should administer CPR or the AED in accordance with training until arrival of emergency medical services personnel.
- F. The trained expected AED user, in consultation with the building principal, must complete a Corporation incident report, including the names of the responding emergency medical services personnel and any relevant facts relating to the incident. The incident report will be retained in the files of the Corporation.
- G. After use, the AED should remain off unless needed for an additional emergency.

Procedures For Use Outside Of Regular School Hours

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- A. After assessing the symptoms described above, a responsible adult shall alert a trained expected AED user, including any member of a coaching staff or the Safety Coordinator. The responsible adult shall provide the trained expected AED user with information regarding the location of the medical emergency, the symptoms of the individual and detailing any safety issues related to the scene.
- B. The trained expected AED user shall immediately designate another responsible individual to contact emergency medical services by calling 911, and shall immediately respond to the location of the emergency.
- C. The trained expected AED user shall retrieve or designate another responsible individual to retrieve the AED for delivery to the scene.
- D. Upon arrival, the trained expected AED user must assess the symptoms of the person and assess whether the person meets the criteria for use of the AED.
- E. The trained expected AED user should administer CPR or the AED in accordance with training until arrival of emergency medical services personnel.
- F. The trained expected AED user, in consultation with the building principal, must complete a Corporation incident report, including the name of the responding emergency medical services personnel and any relevant facts related to the incident. The incident report will be retained in the files of the Corporation.
- G. After use, the AED should remain off unless needed for another emergency.

COLLECTION OF DATA FOLLOWING THE USE OF AN AED

Immediately following a medical emergency and the use of an AED, the trained expected AED user must report the details of the incident to his/her building principal and the Safety Coordinator. Thereafter, the Safety Coordinator will contact the prescribing medical practitioner for the purpose of conducting a case review.

PROCEDURES FOLLOWING A CRITICAL EVENT

Following an incident involving the use of an AED, the Safety Coordinator will convene an informal stress debriefing for all individuals involved in the incident. The Safety Coordinator may seek intervention from the local emergency medical service provider if determined appropriate.

Within a reasonable period of time after an incident involving the use of an AED, the Safety Coordinator must convene a meeting of all individuals involved in the incident to review the procedures as set forth herein and to make recommendations for any amendments to these guidelines.

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R.C. 2305.235, 3701.85
21 C.F.R. 801.109

Approved 7/05

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

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

Sources of Infectious Organisms in Body Fluids

Source	Organism	Transmission
Blood - cuts/abrasions - nosebleeds - menses - needles - human bites	HBV	Contact with broken skin or membrane
	HCV	
	HIV/AIDS	
	Cytomegalovirus	
Feces	HAV	Oral inoculation from hands or food
	Salmonella bacteria	
	Shigella bacteria	
	Rotavirus	
Urine	Cytomegalovirus	Bloodstream, oral, and mucus membrane
		inoculation from hands
Respiratory Secretions - saliva - nasal discharge	HBV	Bloodstream, oral, and mucous membrane
	Tuberculosis	
	Mononucleosis V	
	Influenza V Common cold V	

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Source	Organism	Transmission
Vomit - may contain blood	Gastrointestinal V (Rotavirus) See "blood"	Oral from contaminated hands (see "blood")
Semen	HBV HIV/AIDS Venereal Disease	Sexual contact (unprotected)

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

- Antibacterial soap
- Potable water
- Paper towels
- Latex and non-allergenic gloves
- Hazardous material bags (red) and labels
- Hazardous material (sharps) container

(puncture proof and leak proof)
 Buckets and mops
 Disinfectant solutions from the following list:

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

Universal Infection Control Procedures

A. GENERAL

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

B. HANDWASHING

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

C. WASHABLE SURFACES

1. **Tables, desks** (wear gloves)
 - a. Use household bleach solution of one (1) part bleach to ten (10) parts water-freshly mixed.
 - b. Rinse with fresh water.
 - c. Repeat "a"

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- d. Repeat "b"
 - e. Allow to air dry.
 - f. Dispose of gloves and wiping materials in a hazardous waste container.
2. **Floors** (wear gloves)
- a. Use household bleach solution as previously described.
 - b. Use a mop and two buckets- one for bleach solution and one for rinse water (with bleach or Lysol solution).
 - 1) in bucket #1, dip, wring, mop up vomitus, blood
 - 2) dip, wring, and mop until body fluids are cleaned up
 - 3) dip mop into bucket #2, wring, re-mop (rinse) area
 - 4) continue cycle until all spills are cleaned up – using fresh solutions as necessary
 - c. Soak mop in disinfectant solution after use.
 - d. Disposable cleaning materials should be placed in a hazardous waste container.
 - e. Pour solutions down a drain pipe – flush thoroughly.
 - f. Rinse non-disposable cleaning equipment in disinfectant.
 - g. Dispose of gloves in a hazardous waste container.
 - h. Wash hands as described in B.
- D. **Non-washable surfaces (rugs, upholstery)**
- 1. Apply sanitary absorbing agent, dry, vacuum.
 - 2. Remove solid materials with broom and dustpan – use second barrier if necessary to use hands.
 - 3. Apply rug or upholstery shampoo as directed - vacuum according to directions.

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4. Clean dustpan and broom (if used) in disinfectant solution - air.
5. Dispose of gloves in a hazardous materials container.
6. Wash hands as described in B.

E. Washable Materials (clothing, towels, etc.)

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

Accessibility of equipment and materials

- A. Latex and/or non-allergenic gloves shall be available at all work stations in all buildings and outdoor facilities.
- B. Cleaning equipment and solutions as described in the Materials and Equipment section shall be made readily available to all work stations.
- C. A hazardous material container (biohazard container, sharps container) with a cover which is puncture proof and leak proof shall be kept in a central location (central office, nurse's station) for proper disposal of needles and lancets used for medicinal purposes. Periodically, this container shall be disposed of and replaced in accordance with public health guidelines.

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- D. Hazardous waste (red) trash can liners shall be used in all rest rooms and shall be properly labeled and disposed of in a timely manner and in accordance with public health guidelines.
 - A. Broken glass, plastics, or other small materials which have been contaminated with body fluids shall be placed in a puncture-proof, leak-proof container with a lid, labeled as hazardous material and disposed of in accordance with public health guidelines.

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

Revised 7/05

8453.01 - CONTROL OF BLOOD-BORNE PATHOGENS

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

A. **Exposure Determination**

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

1. school nurses
2. day custodians
3. special education teachers and aides who work with students who are prone to biting, scratching, and other such actions that can cause bleeding or exposure to saliva and other body fluids
4. teachers in vocational/technical education whose students work with equipment that can cause cuts or other injuries that produce bleeding
5. members of a school staff who have been designated to provide first aid when and if necessary
6. coaches
7. bus drivers

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B. Inoculation

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

The Superintendent shall determine which hospital or other health service shall give the vaccinations and do the necessary follow-up testing. S/He shall:

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

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

If the staff member chooses to be vaccinated, s/he shall sign [Form 8453.01 F4](#) and report to the Director of Health Services in accordance with the schedule.

C. Precautions

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

D. Postexposure Evaluation and Follow-up

Whenever a staff member has contact with blood or other potentially-infectious material, s/he shall immediately contact the Director of Health Services and complete [Form 8453.01 F3](#). The Corporation shall offer the staff member a confidential medical evaluation by the appropriate service agency.

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

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

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

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

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1. a copy of the Federal regulations concerning the Exposure Control Plan;
2. a copy of [Form 8453.01 F2](#);
3. a copy of the staff member's job responsibilities vis-a-vis the exposure;
4. the results of the student's blood test, if available;
5. a copy of the staff member's medical records.

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

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

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

E. **Training**

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

F. Medical and Training Records

Medical records of the staff members must identify them by name and social security number and include any and all results of the status to Hepatitis B, examinations, testing, follow-up care, and written opinions. All such information shall be kept in the staff member's confidential files (AG [8320](#)) and retained for the period of their employment plus thirty (30) years.

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

29 C.F.R. 1910.1030

Revised 7/9/12

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8462 - CHILD ABUSE OR NEGLECT

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

A child who is being abused may also:

- A. be hyperactive;
- B. act fearful of adults;
- C. cling to adults;
- D. be anxious, tense, and nervous.

Suspected Abuse/Neglect by Parents

Parents who are abusing their child may:

- A. be reluctant to give information;
- B. describe a story that doesn't fit the injury;
- C. have an inappropriate reaction to severity of injury;
- D. express unreasonable expectations for child's performance;
- E. claim conditions that do not exist, e.g.
"S/He bruises easily."
"S/He moves constantly." (Child sits quietly.)
- F. indicate family problems such as marital discord, crowding, financial stress, psychological disorders, retardation, alcohol or drug addiction, etc.

Children in Need of Services

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In accordance with law (I.C. 33-34-1 et seq), a child is in need of services, if before s/he is eighteen (18) years of age, one of the following conditions exist and the child needs care, treatment, or rehabilitation that the child:

- is not receiving and

 - is unlikely to be provided or accepted without the coercive intervention of the court.
- A. The child's physical or mental condition is seriously impaired or seriously endangered as a result of the inability, refusal, or neglect of the child's parents, guardian, or custodian to supply the child with necessary food, clothing, shelter, medical care, education, or supervision.
- B. The child's physical or mental health is seriously endangered due to injury by the act or omission of the child's parent, guardian, or custodian:
- C. The child is the victim of a sex offense under:
- 1. I.C. 35-42-4-1
 - 2. I.C. 35-42-4-2
 - 3. I.C. 35-4-4-3
 - 4. I.C. 35-42-4-4
 - 5. I.C. 35-42-4-7
 - 6. I.C. 35-42-4-9
 - 7. I.C. 35-45-4-1
 - 8. I.C. 35-45-4-2
 - 9. I.C. 35-46-1-3
- D. The child's parent, guardian, or custodian allows the child to participate in an obscene performance (as defined by I.C. 35-49-2-2 or I.C. 35-49-3-2).
- E. The child's parent, guardian, or custodian allows the child to commit a sex offense prohibited by I.C. 35-45-4.

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- F. The child substantially endangers the child's own health or the health of another individual.
- G. The child's parent, guardian, or custodian fails to participate in disciplinary proceeding in connection with the student's improper behavior, as provided for by I.C. 20-8.1-5.1-19, if the behavior of the student has been repeatedly disruptive in the school.
- H. The child is a missing child (as defined in I.C. 10-1-7-2).
- I. The child is deprived of nutrition that is necessary to sustain life or is deprived of medical or surgical intervention that is necessary to remedy or ameliorate a life threatening medical condition; if the nutrition, medical or surgical intervention is generally provided to similarly situated children with or without disabilities.
- J. If a parent, guardian, or custodian fails to provide specific medical treatment for a child because of the legitimate and genuine practice of the religious beliefs of the parent, guardian, or custodian, a rebuttable presumption arises that the child is not a child in need of services because of the failure. However, this presumption does not do any of the following:
 - 1. prevent a juvenile court from ordering, when the health of a child requires, medical services from a physician licensed to practice medicine in Indiana
 - 2. apply to situations in which the life or health of a child is in serious danger
 - 3. limit the right of a parent, guardian, or custodian of a child to use reasonable corporal punishment when disciplining the child
 - 4. limit the lawful practice or teaching of religious beliefs

Procedure for Reporting

All **suspected** cases are to be reported even if documentation is not available. In accordance with statute, there is a duty for a staff member to immediately notify the principal. A "victim of child abuse or neglect" refers to a child in need of services as described above. It does not include a child who is alleged to be a child in need of services if the child is alleged to be a victim of a sexual offense under I.C. 35-42-4-3 involves the fondling or touching of the buttocks, genitals, or female breasts.

The law provides protection for the reporting staff member. All staff members are to report to the student's principal who, in turn, shall make an oral report to Children's Protection Service or the appropriate local law enforcement agency. The staff member is not relieved of the obligation to report to one of the above agencies unless a report has already been filed to the best of the individual's belief (I.C. 31-33-5).

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It is the responsibility of the Children's Protection Service to investigate possible abuse and/or neglect and prepare a written report within forty-eight (48) hours. School personnel should not pressure the child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not provide that abuse and/or neglect exists before reporting. They need only suspect that abuse and/or neglect has or is currently occurring.

Investigation of Child Abuse or Neglect

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

Suspected Abuse by Staff Members

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

8500 - FOOD SERVICES

The following guidelines are established to implement Board of Education policy on the use and sale of food or beverage items at school or on school grounds during the school day.

The following guidelines **do not apply** to a food or beverage item that is:

- A. part of the school lunch or school breakfast program;
- B. sold in an area that is not accessible to students;
- C. sold after normal school hours; or
- D. sold or distributed as a part of a fundraiser conducted by the students, teachers, school groups, or parent groups, if the food or beverage is not intended for student consumption during the school day.

The following guidelines **do apply** to:

- A. a food or beverage item that is sold in the a la carte line of a school cafeteria and is not part of the Federal school lunch program or Federal school breakfast program; and
- B. any other food or beverage item sold to students, including vending machine items, unless excluded above:
 - 1. a vending machine in an elementary school that dispenses food or beverage items may not be accessible to students;
 - 2. at least fifty percent (50%) of the food items and at least fifty percent (50%) of the beverage items available for sale at school or on school grounds must qualify as "better choice foods" or "better choice beverages";
 - 3. A beverage item available for sale at a school or on school grounds may not exceed twenty (20) ounces.

The following **do qualify** as better choice beverages:

- a. fruit or vegetable drinks that contain at least fifty percent (50%) real fruit or vegetable juice and do not contain additional caloric sweeteners;
- b. water and seltzer water that do not contain additional caloric sweeteners;

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- c. low fat and fat free milk, including chocolate milk, soy milk, rice milk, and other similar dairy and non-dairy calcium fortified milks; and
- d. isotonic beverages.

The following **do not qualify** as better choice beverages:

- a. soft drinks, punch, iced tea and coffee;
- b. fruit or vegetable drinks that contain less than fifty percent (50%) real fruit or vegetable juice or that contain additional caloric sweeteners; and
- c. except for low fat and fat free chocolate milk; drinks that contain caffeine.

Food items that meet the following limitations **do qualify** as better choice foods:

- a. not more than thirty percent (30%) of their total calories are from fat;
 - b. not more than ten percent (10%) of their total calories are from saturated and trans fat;
 - c. not more than thirty-five percent (35%) of their weight is from sugars that not occur naturally in fruits, vegetables, or dairy products.
4. A food item available for sale at a school or on school grounds may not exceed the following portion limits if the food item contains more than 210 calories:
- a. one and seventy-five hundredths (1.75) ounces if the food item is potato chips, crackers, popcorn, cereal, trail mixes, nuts, seeds, dried fruit, or jerky;
 - b. two (2) ounces if the food item is cookies or cereal bars;
 - c. three (3) ounces if the food item is bakery items, including pastries, muffins, and donuts;
 - d. three (3) fluid ounces if the food item is frozen desserts, including ice cream;
 - e. eight (8) ounces if the food item is nonfrozen yogurt;
 - f. in the case of entree items and side dish items, including french fries and onion rings, the food item available for sale may not exceed the portion of the same

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entrée item or side dish item that is served as part of the school lunch program or school breakfast program.

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8540 - VENDING MACHINES

The following guidelines are established to implement the School Board's Policy [8540](#) on the installation and use of vending machines on school property and in school facilities.

- A. All contracts, relative to the installation, servicing, stocking, and maintenance of the vending machines, must be approved by the Board.
- B. The purchase of items to restock vending machines will adhere to the requirements of Board Policy [6320](#).
- C. No food, beverage or snack items will be dispensed from vending machines available to students during the operational hours of the Food Service Program of the school.

Approved 6/5/07

8600 - TRANSPORTATION

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

A. **Administrative Responsibilities**

The Director of Transportation is responsible for the planning, operating, and maintenance of all Corporation vehicles. Included within this scope of responsibility are:

1. establishment of bus routes;
2. management of dispatching operations;
3. supervising and analyzing vehicle maintenance programs;
4. preparing and submitting all State/Federal reports;
5. bus driver personnel selection, supervision, and training;
6. transportation budgets;
7. development of specifications for bids on contracted services;
8. verification of qualifications of bus drivers.

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

1. supervision at bus loading and unloading zones;
2. communication to parents and students concerning student behavior, safety, schedules, and the like;
3. adjudication of all behavior problems;
4. enforcement of traffic regulations on the school site;
5. communication about overcrowding and unsafe conditions or practices to the Director of Transportation.

B. Bus Conduct

1. Parents are to be informed that school bus transportation is a privilege and not a right and that the bus driver is the sole authority on the bus while students are being transported.
2. Parents are also to be informed that they are responsible for:
 - a. the safety of their child while going to or from the bus stop and while waiting for the school bus;
 - b. their child being at the bus stop at least ten (10) minutes prior to scheduled pick-up time;

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- c. damage by their child to school buses, personal property, or public property.

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

4. be assigned to consistent schedules and ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency.

5. A temporary or permanent change in a student's regular assigned bus stop may be granted if a transportation request form is submitted to the transportation department within adequate time for the change to take effect. Same day changes will only be accepted in the event of an emergency.

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

7. Students shall not be permitted to go to a mailbox during the loading/unloading process. If necessary, this shall take place either before the bus arrives or after the bus leaves.

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

Both the use of a bus radio and the station or programs which students listen to must be approved by the bus driver.

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

C. Student Surveillance

In accord with Board policy, the Director of Transportation may install the appropriate equipment for video-taping the interior of the buses while transporting students. S/He should follow the Corporation's purchasing practices (AG 6320) in obtaining such equipment and abide by the following guidelines for the use of such equipment:

1. Arrange for the installation of a camera in a location on each bus that will allow for the camera to record all students.
2. Establish a procedure whereby no one observes a tape without the prior authorization of the appropriate principal who shall ensure that any observation is done only by those who are authorized to view student records and is conducted in accord with AG [8330](#) - Student Records.

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

The Director of Transportation shall be responsible for reviewing the tapes for the purpose of assuring that bus safety procedures are being followed properly and the buses are being operated in accord with Corporation guidelines and State law.

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D. Special Services

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

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

Revised 1/05

Revised 6/5/07

Revised 1/25/16

8600A - BUS DRIVER AND BUS MONITOR QUALIFICATION

The School Corporation will not employ a person to drive a school bus for the transportation of school children or be employed as a school bus monitor unless s/he satisfies the following requirements:

- A. is of good moral character
- B. does not use intoxicating liquor during school hours or while on duty
- C. does not use intoxicating liquor to excess at any time
- D. is not addicted to any narcotic drug
- E. is at least:
 - 1. twenty-one (21) years of age for driving a school bus
 - 2. eighteen (18) years of age for employment as a school bus monitor
- F. holds a valid public passenger chauffeur's license or commercial driver's license issued by the State of Indiana or any other State (This requirement **does not** apply to the employment of a school bus monitor.)
- G. possesses the following required physical characteristics:
 - 1. sufficient physical ability to be a school bus driver as determined by the State school bus committee (577 I.A.C. 1-8)
 - 2. possession and full normal use of both hands, both arms, both feet, both legs, both eyes, and both ears
 - 3. freedom from any communicable disease that:
 - a. may be transmitted through airborne or droplet means
 - b. requires isolation of the infected person under 410 I.A.C. 1-2.1
 - 4. freedom from any mental, nervous, organic or functional disease which might impair his/her ability to operate a school bus properly
 - 5. visual acuity, with or without corrective lenses, of at least 20/40 in each eye and a field of vision with 150 degree minimum and with depth perception of at least eighty percent (80%)

The Corporation may not employ an individual who is less than twenty-one (21) years of age as a school bus monitor unless the Corporation does not receive a sufficient number of qualified applicants for employment as school bus monitors who are at least twenty-one (21) years of age. The Corporation will maintain a record of applicants, their ages, and their qualifications if school bus monitors less than twenty-one (21) years of age are employed.

I.C. 20-27-8.1 et seq.

8600B - BUS SAFETY PROCEDURES

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

- A. Each bus driver must maintain effective communications with the Transportation Director at all times and particularly when s/he encounters any situation that is out of the ordinary. To that end, each bus shall be equipped with an FM radio.

Cellular telephones shall not be used by the bus driver while the bus is in motion. In cases of a bona fide emergency, if possible, the driver should move to the side of the road and stop the vehicle before using the cellular telephone.

Such device is to be kept in operating condition at all times.

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

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

- B. At the completion of each bus run, the driver is to do a complete walk-through of the bus to make sure that no student has remained.
1. The walk through must be completed before the driver exits the bus.
 2. The driver shall report all instances of a student or passenger being left on the bus to the Superintendent or designee.
 3. The Superintendent or designee shall report all instances of a student or passenger being left on the bus to the Indiana Department of Education not later than five (5) working days after the incident occurred.

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- C. The Transportation Director shall maintain a record of each student rider for ready reference whenever a question arises about a student. Such a record shall include name, address, telephone number, name and location of contact person, the bus driver's name and the number of the bus the student rides. This record shall also contain confidential information regarding physical and/or mental characteristics of the student which would require special attention.
- D. The bus driver shall select at least four (4) students in grades 4 and above on each bus for special training in bus evacuation procedures and in the operation of the bus communications equipment in case the driver becomes incapacitated. Written permission must be received from each student's parents prior to participation in such training. Each student who completes the training satisfactorily shall receive a certificate of completion and a written set of instructions as to his/her responsibilities in emergency situations.

Student helpers should be seated in the front of the bus and given instruction by the bus driver in the following areas, as appropriate for their age:

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

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

Evacuation of Bus

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

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

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- F. Check bus list to ensure all students are accounted for and are in good condition.

- G. Emergency evacuation of disabled students may require modification of the above procedures.

Evacuation Drills

The bus driver shall organize and conduct at least one (1) evacuation drill per semester for all students who ride school buses to and from school.

- A. All school bus passenger evacuation drills shall meet the following minimum standards:
 - 1. Be completed in two (2) minutes or less.
 - 2. Be conducted within forty-five (45) school days of the beginning date of each semester.
 - 3. Use only emergency exit doors or service door for the passenger evacuation drill.
 - 4. Driver must be present at all passenger evacuation drills.

- B. At the completion of each school year, the bus passenger evacuation drills for the Corporation shall have included the following:
 - 1. The use of all emergency exit doors and service door.
 - 2. One (1) drill with the school bus driver not directing the passenger evacuation drill.
 - 3. Each student receiving appropriate instruction for the passenger evacuation drill.

- C. All drills shall be arranged and scheduled by the bus driver in cooperation with building principals. School bus drivers will conduct the drill sessions.

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- D. Drills shall be held on school property when possible and not on the bus route.
- E. The driver shall stay in the bus during evacuation drills. The parking brake must be set, ignition turned off, and transmission in gear or park.
- F. Children shall not take lunch boxes, books, etc., when they leave the bus.
- G. Students shall assemble at a distance of at least 100 feet from the bus in an "emergency drill" and remain there until given further directions.
- H. Documentation of the bus passenger evacuation drill shall be reported by the driver to the Transportation Director.
- I. Documentation of the bus passenger evacuation drill for the Corporation shall be reported by the Transportation Director to the Indiana Department of Education by June 30 of each year.
- J. Any student exempted from physical participation in a passenger evacuation drill shall have documentation on file at the school.

Safety Belt Instruction

A school bus driver operating a school bus that is equipped with safety belts meeting the standards set forth in I.C. 9-19-10-2, not including the driver's safety belt, shall at least once a semester provide instruction to the passengers on the school bus on the proper fastening of the safety belt.

- A. The instruction shall include the following:
 - 1. Proper position of the safety belt when fastened.
 - 2. How tight the safety belt should be when fastened.
 - 3. Improper safety belt placement.
 - 4. Requirements for use of safety belts.

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5. Consequences of failure to use or improperly using safety belts.
- B. Documentation of the completed training for each bus shall be reported to the Transportation Director.
- C. Documentation of the completed training for the Corporation shall be reported by the Transportation Director to the Indiana Department of Education by June 30 of each year.

Accidents

- A. In the event of an accident involving the bus, the bus driver shall:
 1. evaluate the need for medical assistance;
 2. if necessary, evacuate the students to a safe area away from the scene of the accident;
 3. notify 9-1-1;
 4. notify the Transportation Director.
- B. The Transportation Director shall collect the data concerning the accident, notify the parents, and if necessary, arrange for another bus to transport the students.
- C. In the event of a serious accident, the procedures stipulated and directed by the law enforcement official/agency on scene shall be followed.

Railroad Crossings

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

- A. stop the vehicle not more than fifty (50) feet and not less than fifteen (15) feet from the nearest rail;
- B. activate hazard warning lights, turn off all interior switches including fans, heaters, and radios;

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- C. open passenger door and driver-side window and, while stopped, listen and look in both directions along the track for an approaching train or signals indicating a train approach;
- D. proceed only after ascertaining that no train is approaching and using a gear that does not require changing gears while crossing the tracks.

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

- A. the track is abandoned as designated in the Corporation's route plan, or
- B. there is a police officer or traffic-control signal directing the traffic to proceed.

Tornado

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

- A. contact 9-1-1 (in the case of a sighting only) and the Transportation Office;
- B. pull the bus off the roadway;
- C. evacuate the bus;
- D. bring the first aid kit;
- E. take students to the nearest building, if possible;
- F. if in the open, take the students to a ditch, ravine, or embankment which is at least 200 feet from the bus;
- G. instruct students to lie down on their knees with their hands clasped behind their heads;
- H. once the danger is past, assess students for any needed medical attention;

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- I. contact the Transportation Director as soon as possible.

Bus Breakdown

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

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

Inclement Weather

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

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

Dangerous and Illegal Weapons

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

- A. Radio for help immediately.

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- B. Isolate the student, if possible, and if necessary, evacuate the bus.
- C. Avoid attempts to disarm the student unless the situation appears to be life-threatening.

Quelling a Disturbance

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

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

I.C. 9-21-12-5
515 I.A.C. 1-10-1 and -2

Approved 5/8/17

8600C - TRANSPORTATION FOR SPECIAL EDUCATION STUDENTS

Transportation and bus behavior are normally an integral part of the student's program when transportation is required by the student's individualized education program ("IEP") as a related service. Because of the significance of this service for maintaining effective programs for the variety of disabling conditions, the Transportation Director should be involved with the case conference committee ("CCC") to assist in providing answers to such questions as:

- A. Can the child be transported safely, given the transportation environment and the nature of the disabling condition?
- B. What medical, health, physical, or behavioral factors could expose the student to unreasonable risk, given the anticipated transportation environment?
- C. What assistive or adaptive equipment is necessary to accommodate the student during the transportation process, can it be safely transported and secured, and are there adequate instructions to ensure its proper use?

S/He also can be helpful in suggesting behavioral transportation goals to be included in a student's IEP and determining appropriate means of discipline, including the possible removal from a vehicle, and, if removal is necessary, determining alternative transportation. S/He should receive copies of any behavioral intervention plan ("BIP") contained in a student's IEP.

As participants in and recipients of special education planning, transportation staff need to be advised that the information they deal with is confidential and protected from disclosure by Federal law.

Behavioral Management

Managing student behavior on the bus should be done primarily through teaching appropriate bus-riding skills. Developing the skills necessary to ride the school bus appropriately may be necessary for the student to participate in his/her program. The student's CCC will determine the appropriate manner in which the student will be taught bus-riding skills, if needed.

Behaviors that present a potentially dangerous risk of harm to the student or others on the bus require special attention. An attack on another person or running from the bus are two examples of behaviors that present high risk of harm and require documentation and follow-up with appropriate school staff. If students are unable to control their behavior with the provision of special education and supplementary aids and services, alternative transportation or a more restrictive placement may be necessary.

Communication Between School/Transportation Staffs

- A. The transportation staff will keep the school staff advised of the behavior of students on the bus -- both positive and negative type activity.
- B. The school staff will advise the transportation staff by memo or through the school secretary if a student has had a particularly difficult day and may require special attention on the bus.
- C. The primary daily contact between the transportation staff and the school staff will be the bus driver (with the transportation aide as an alternate) and the principal.
- D. Both the school staff and the transportation staff are expected to maintain confidentiality and protect the students' rights. Except for positive statements, information given by the drivers to the building staff should not be relayed to the student; nor should drivers relay information received from the building staff. Bus behavior should never be a subject of general conversation.

Stopping Unacceptable Behavior

It is the School Corporation's intent to stop unacceptable behavior by using the minimum intervention necessary.

When necessary, a staff member may use reasonable physical intervention to stop an action that presents an imminent risk of harm to the student or to others. This may include use of physical intervention to stop the action but would not extend to gross abuse and disregard for the health and safety of the student. Use of physical intervention should at all times be temperate and not excessive. School and transportation staff are expected to follow Board Policy 5630.01 – Use of Seclusion and Restraint with Students at all times, including during bus transportation.

Significant Incidents

A. First Occurrence

If a "significant incident" - one that creates a potentially dangerous risk of harm - occurs, the driver shall describe it on the Conduct Chart and submit it to the principal for appropriate action. Within two days, a meeting should be held with the driver, transportation aide(s), and the Transportation Director at the discretion of the

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principal to discuss the specific incident and whether an intervention program is needed.

B. Subsequent Incidents

If the same type of behavior is recurring, the Transportation Director is to consider the advisability of calling for a meeting of the CCC to discuss alternatives.

- C. The Transportation Director or a parent may request a meeting of the CCC at any time to address behavioral difficulties and appropriate intervention strategies.

Suspension from Transportation

- A. The principal may suspend a student from transportation, in accordance with Corporation policies and guidelines related to suspension of students with disabilities. Incidents that may result in suspension include but are not limited to:
1. fighting on the bus;
 2. hitting, kicking, or biting others on the bus;
 3. smoking, drugs, alcohol;
 4. destruction of school property.
- B. When a student's behavior is unmanageable in spite of the utilization of behavior management techniques, including the student's BIP, the suspension procedure may be initiated. This procedure may be initiated as a natural consequence of inappropriate behavior: to protect the student, other students, the driver or Corporation equipment, or to provide time to help the student make the adjustment to transportation services. A CCC should be convened to conduct a manifestation determination for any removal that results in a disciplinary change of placement.

Meeting Following Suspension

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If a student is suspended from transportation, a meeting may be held, in the discretion of the principal, prior to the student's resuming transportation. The meeting should include the principal, Transportation Director, bus driver, aide, and the parent. The meeting should address:

- A. the behavior that caused the suspension;
- B. if necessary, a referral to the Case Conference Committee for development of a behavioral intervention plan to address the behavior.

SPECIAL EQUIPMENT USE AND OPERATION

There is a wide variety of equipment that may need to be used to accommodate the Corporation's special education students. The Transportation Director is responsible for ensuring that appropriate members of the transportation staff understand the design and operating procedures for special equipment assigned to their use. They should also be able to conduct a proper inspection of the equipment and make simple adjustments in the field in case of breakdowns.

MEDICAL/HEALTH CONCERNS

It may be necessary for members of the transportation staff to be able to provide emergency and routine health care to students during the transportation process. They also may become exposed to communicable diseases.

It is the responsibility of the Transportation Director to ensure that training is provided in two (2) major areas -- precautionary procedures; and care, intervention, and management.

Approved 5/8/17

8610 - TRANSPORTATION ROUTE PLANNING CRITERIA

Routing

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

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

8620 - BUS DRIVER PROCEDURES

A. **Specific Responsibilities**

1. Conduct pretrip inspection of school bus prior to every trip.
2. Use established routes and designated bus stops.
3. Operate bus on approved time schedule.
4. Report bus accidents and student injuries to authorities.
5. Conduct emergency evacuation drills in keeping with school policies.
6. Instruct riders regarding being responsible passengers.
7. Drive defensively under varying traffic conditions and inclement weather.
8. Drive with safety of riders as first priority.
9. Report personal absences in time for supervisor to secure substitute driver.
10. Report on and off the job at the proper time.
11. Maintain personal fitness--emotional stability and physical capacity.
12. Perform bus housekeeping duties.
13. Never leave the bus when students are present.
14. Never leave the keys on the bus.
15. Fill fuel tank as required.
16. Report bus defects to supervisor.
17. Establish favorable working relationships with other drivers, maintenance personnel, teachers, students, principals, and total school staff.
18. Exhibit positive image as loyal representative of School Corporation.
19. Participate in taking extra trips according to the established procedure.
20. Observe all procedures contained in State guidelines and the bus driver's manual.

B. **Specific Performance Abilities**

1. Operate all vehicle types used in transporting students in the School Corporation.
2. Know the transportation policy as it pertains to the riding area of the School Corporation.
3. Demonstrate knowledge of administrative guidelines as made by local, State, and Federal authorities.
4. Deal with behavioral characteristics of riders.
5. Administer disciplinary procedures in keeping with school policies.
6. Be alert and exercise good judgement concerning emergencies, disabled vehicles, and irregular special requests by parents of riders.

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7. Know location of and be able to use and/or operate the emergency and first-aid equipment.

C. Specific Legal Requirements To Be Met

1. Meet school bus driver certification requirements.
2. Meet State requirements for appropriate licensing.
3. Meet State physical examination requirements.

8710 - INSURANCE

Insurance shall be placed with companies licensed by the State of Indiana. Insurance is to be placed through a qualified agent who shall be the agent of record on all policies, except that policies relating to annuities, group life, and accident and health may be placed through qualified agent(s), a direct-writing carrier, or a third-party administrator.

Each agent of record shall provide the following services, as appropriate to the type of insurance represented:

- A. advice with respect to all insurance matters to the end that the Corporation has adequate but not excessive insurance coverage at the lowest possible cost
- B. safety and fire inspections
- C. review of plans and specifications of all new buildings with the controlling Qualified Fire Insurance Rating Engineer in order to minimize penalty charges
- D. prompt processing of claims
- E. instructions on fire safety and prevention to the custodial staff

Qualifications of Agent(s)

- A. Agent(s) shall be defined as an individual or organization whose MAJOR source of income arises from commissions received from the solicitation of insurance.
- B. In the case of an individual, s/he must have been engaged in the solicitation of insurance for a period not less than one (1) year prior to his/her designation as agent(s) of record by the Board.
- C. The agent(s) shall be duly licensed by the State.

In all cases where a person has an accident claim against the Corporation, s/he is to be referred to the Superintendent who will, in turn, take appropriate action with the insurance company.

No principal or other employee is to offer aid or advice on how to proceed with such claims. The Office of the Superintendent will instruct people on the submission of bills and on means of pressing the claim.

8800B - CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG

The following rules and customs will be observed concerning the care, custody, and display of the flag of the United States of America:

- A. The flag should be displayed in or near every school building in the Corporation during each day school is in session.
- B. The flag should be displayed every day in or near the School Corporation's administration or central office.
- C. The flag should be displayed only from sunrise to sunset when it is displayed on a building or on a stationary flagstaff in the open. The flag may be displayed twenty-four (24) hours a day if properly illuminated during the hours of darkness.
- D. The flag should **not** be displayed on days when the weather is inclement, except when an all weather flag is displayed.
- E. When the flag is carried in a procession with other flags, it should be on the flag's own right. If it is a line of flags, it should be in front of the center of the line.
- F. The flag should **not** be draped over the hood, top, sides, or back of a vehicle.
- G. When the flag is displayed with another flag against the wall from crossed staffs, it should be on the flag's own right and its staff should be in front of the staff of the other flag.
- H. When the flag is displayed from a staff projecting horizontally or at an angle from the windowsill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff.
- I. When the flag is displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.
- J. When the flag is used on a speaker's platform, it should be displayed flat on the wall and above and behind the speaker.
- K. When the flag is displayed from a staff in the auditorium, the staff should be displayed in the position of honor at the speaker's right as s/he faces the audience. Any other flag should be displayed to the left of the speaker.
- L. The flag shall be flown at half-staff as follows:
 - From the day of death and ---
 1. for thirty (30) days for the President or a former President
 2. for ten (10) days for the Vice President, the Chief Justice or a retired Chief Justice of the United States, and the Speaker of the House of Representatives
 3. until interment for an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, and the Governor of a State

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4. on the day of death and the following day for a member of Congress
5. by order of the President
6. by order of the Governor of Indiana

On Memorial Day until noon, and then it is to be raised to the top of the staff.

When a flag is flown at half-staff, it is to be positioned at one-half the distance between the top and bottom of the staff.

- M. The flag should **not** be dipped to any person or thing.
- N. The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.
- O. The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.
- P. The flag should always be carried aloft and free.
- Q. The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.
- R. The flag should never be used as a covering for a ceiling.
- S. The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.
- T. The flag, when it is such a condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.
- U. The flag should be folded as follows when being stored:
 1. Straighten out the flag to full length and fold lengthwise once.
 2. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.
 3. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.
 4. The outer point is then turned inward parallel with the open edge to form a second triangle.
 5. This diagonal or triangular folding is continued toward the blue union until the end is reached with only the blue showing and the form being that of a cocked hat.

I.C. 20-30-5-0.5, 20-30-5-4.5
36 U.S.C. Sec. 170 et seq.

8800C - RELIGIOUS EXPRESSION IN THE CORPORATION

The following guidelines apply to religious practices in the Corporation and are drawn directly from the "Statement of Principles" issued by the U.S. Department of Education.

Student Prayer and Religious Instruction

The Establishment Clause of the First Amendment does not prohibit purely private religious speech by students. Students have the same right to engage in individual or group prayer and religious discussion during the school day as they do to engage in other comparable activity. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent they may engage in comparable nondisruptive activities. Local school authorities possess substantial discretion to impose rules of order and other pedagogical restrictions on student activities, but they may not structure or administer such rules to discriminate against religious activity or speech.

Generally, students may pray in a nondisruptive manner when not engaged in school activities or instructions and subject to the rules that normally pertain in the applicable setting. Specifically, students in informal settings, such as cafeterias or hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. Students may also speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics. School officials, however, should intercede to stop student speech that constitutes harassment aimed at a student group or a group of students.

Students may also participate in before or after school events with religious content, such as "see you at the flagpole" gatherings, on the same terms as they may participate in other noncurriculum activities on school premises. School officials may neither discourage nor encourage participation in such an event.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen or to compel other students to participate. Teachers and school administrators should ensure that no student is in any way coerced to participate in religious activity.

Graduation Prayer and Baccalaureates: Under current Supreme Court decisions, school officials may not mandate or organize prayer at graduation nor organize religious baccalaureate ceremonies. If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately-sponsored, religious baccalaureate services. A school may not extend preferential treatment to baccalaureate ceremonies and may in some instances be obliged to disclaim official endorsement of such ceremonies.

Official Neutrality Regarding Religious Activity: Teachers and school administrators, when acting in those capacities, are representatives of the State and are prohibited by the establishment clause from soliciting or encouraging religious activity and from participating in such activity with students. Teachers and administrators also are prohibited from discouraging activity because of its religious content and from soliciting or encouraging anti-religious activity.

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Teaching about Religion: Public schools may not provide religious instruction, but they may teach about religion, including the Bible or other scripture: the history or religion, comparative religion, the Bible (or other scripture) as literature, and the role of religion in the history of the United States and other countries all are permissible public school subjects.

Similarly, it is permissible to consider religious influences on art, music, literature, and social studies. Although public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays, schools may not observe holidays as religious events or promote such observance by students.

Student Assignments: Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance, and against other legitimate pedagogical concerns identified by the school.

Religious Literature: Students have a right to distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other literature that is unrelated to school curriculum or activities. Schools may impose the same reasonable time, place, and manner or other constitutional restrictions on distribution of religious literature as they do on nonschool literature generally, but they may not single out religious literature for special regulation.

Religious Excusals: Subject to applicable State laws, schools enjoy substantial discretion to excuse individual students from lessons that are objectionable to the student or the students' parents on religious or other conscientious grounds. School officials may neither encourage nor discourage students from availing themselves of an excusal option. Under the Religious Freedom Restoration Act, if it is proved that particular lessons substantially burden a student's free exercise of religion and if the school cannot prove a compelling interest in requiring attendance, the school would be legally required to excuse the student.

Released Time: Subject to applicable State laws, schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation or penalize those who do not attend. Schools may not allow religious instruction by outsiders on school premises during the school day.

Teaching Values: Although schools must be neutral with respect to religion, they may play an active role with respect to teaching civic values and virtue, and the moral code that holds us together as a community. The fact that some of these values are held also by religions does not make it unlawful to teach them in school.

Student Garb: Students may display religious messages on items of clothing to the same extent they are permitted to display other comparable messages. Religious messages may not be singled out for suppression, but rather are subject to the same rules as generally apply to comparable messages. When wearing particular attire, such as yarmulkes and head scarves, during the school day as part of students religious practice, under the Religious Freedom Restoration Act, schools generally may not prohibit the wearing of such items.