

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8000

Goals

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

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

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8100

Transportation

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

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

1. resides at least one and one-half (1/ 2) miles from the nearest appropriate school (determined by the nearest and best route from the junction of the driveway of the student's home¹ and the nearest public road to the nearest door of the school the student attends or to a bus stop, whichever the case may be); or
2. is a student with a disability, whose IEP identifies transportation as a related service; or
3. in the judgment of the Board of Trustees, has another compelling and legally sufficient reason to receive transportation services, including the age or health or safety of the student.

The type of transportation provided by the Charter School may be by a school bus or other vehicle, or by such individual transportation as paying the parent or guardian for individually transporting the student. The Board of Trustees may pay board and room reimbursements to a parent when a student resides within a non-transportation area (an area of a charter school designated by the Board of Trustees as impractical, by reason of sparsity of students, remoteness or condition of roads) but is otherwise eligible for transportation and cannot be transported in any authorized manner. The Board of Trustees may authorize children attending nonpublic schools to ride a school bus provided that space is available and a fee to cover the per-seat cost for such transportation is collected.

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

Cross Reference: 8110 Safety Busing
8120 Bus Routes, Stops and Non-Transportation Zones

Legal Reference: I.C. § 33-1501 Transportation Authorized
I.C. § 33-1503 Payments when transportation not furnished
IDAPA 08.02.03.109 Special Education
No Child Left Behind Act of 2001 (P.L. 107-110)

Policy History:

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

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Extracurricular Transportation

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

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

Charter School employees wishing to undertake independent arrangement, scheduling or coordination of transportation for extracurricular activities shall do so only when specifically directed or approved by the Principal or Principal’s designee. Charter School employees will notify ~~Superintendent or Superintendent’s~~ **building administrator or designee** of all transportation details and/or arrangements made after authorization. Charter School employees shall not use a personal vehicle to transport students **for extracurricular activities**.

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

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

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

Legal Reference: I.C. § 33-1501 Transportation Authorized
I.C. § 33-512(12) Governance of Schools

Policy History:

Adopted on:

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Xavier Charter School

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Safety Busing

Safety busing is the transportation of a student who lives less than one and one-half (1 2) miles from school when, in the judgment of the Board of Trustees, the age or health or safety of the students warrants such action.

The Board of Trustees will only consider requests for safety busing for students living less than one and one-half (1 2) miles from school when one or more of the following criteria are met:

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

The existence of any of the above criteria does not automatically qualify an area for safety busing. The Board of Trustees may also consider evaluation factors including but not limited to: traffic count, traffic gap times, posted speed, width of roadway, width of walking area, length of time student would be exposed to area of concern, age of pupils, number of pupils, and traffic control signs and markings, as well as written comments from parents, patrons, and school personnel prior to a vote on the issue. Further, the Board of Trustees shall consider the criteria set out in its measuring and scoring instrument which by this reference is incorporated and attached to this policy as Exhibit 1.

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

Cross Reference:	8100	Transportation
	8120	Bus Routes, Stops and Non-Transportation Zones

Legal Reference:	I.C. § 33-1501	Transportation Authorized
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Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8115

Maximum Drive Time

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

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

Cross Reference: 8100 Transportation

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

Legal Reference: I.C. § 33-1501 Transportation Authorized
I.C. § 33-1509(7) School Bus Drivers–Definition–Qualification–Duties

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8150

Unauthorized School Bus Entry

The Board of Trustees hereby instructs the Principal to place the following notice in student handbooks a stat which warns against unauthorized school bus entry:

NOTICE

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

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

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8160

Contracting for Transportation Services

If the Board enters into a contract for transportation services, the contractor shall operate such equipment according to Charter School policy and the rules and regulations of the State Board of Education. All contracts for the transportation of students shall be in writing in a form approved by the Superintendent of Public Instruction. The contract shall be in effect for not more than five (5) years. Prior to entering into a contract for transportation services, the Charter School must advertise and bid for such services. The contract shall be awarded to the lowest responsible bidder. In determining what bid is the lowest responsible bidder, in addition to other enumerated specifications, the Charter School will not only take into consideration the amount of the bid, the Charter School will also consider the skill, ability and integrity of a contract to do faithful and conscientious work and promptly fulfill the contract according to the letter and spirit. References may be contacted.

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

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

Policy History:

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Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8170

Charter School-Owned Vehicles

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

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

Charter School Bus and Vehicle Maintenance

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

Legal Reference: I.C. § 33-1506	Inspection of school buses
IDAPA 08.02.02.159	Transportation
IDAPA 08.02.02.160	Maintenance Standards and Inspections

Policy History:

Adopted on:

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Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8170P

Charter School-Owned Vehicles

Purpose

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

Charter School Vehicles and Equipment

Authorization for Use.

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

- A. Is authorized by their position and/or supervisor, to act as the operator of a vehicle or piece of equipment;
- B. Holds a valid Idaho operators license for each class of vehicle or piece of equipment they are approved to operate. The Charter School may verify license status by checking motor vehicle records.
- C. Has demonstrated, to the supervisor's satisfaction, that they are qualified to operate the vehicle or piece of equipment.

Responsibilities of Vehicle/Equipment Operator.

Employees operating Charter School vehicles and equipment shall:

- A. Inspect vehicles or equipment before operating to ensure the vehicle or equipment will function in a safe manner.
- B. Refrain from eating or engaging in other activities which may distract an individual from safely operating a vehicle or piece of equipment.
- C. Operate such vehicles and equipment in a safe, responsible manner, and in compliance with State laws and regulations governing vehicle use.
- D. Pull off to a safe area and stop driving to use a cell phone in a vehicle.
- E. Be personally responsible for traffic fines, court appearances, and other personal judgments or penalties arising from their violation of traffic laws while operating such vehicles or equipment.

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

G. Return such vehicles and equipment daily to the Charter School facility designated for that vehicle or piece of equipment unless it is taken to the operator's residence as authorized under section 4 of this policy.

H. If the vehicle or piece of equipment is taken to the operator's residence as authorized by section 4, the operator shall ensure the vehicle or equipment is made available for routine maintenance as well as unscheduled maintenance when required.

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

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

K. Use of Charter School fueling cards and facilities, maintenance and repair facilities, and supplies shall be limited to bonafide Charter School vehicle and equipment. Charter School material and facilities shall not be used for personal benefit.

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

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

Prohibited Conduct of Vehicle/Equipment Operator.

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

- A. Unlawful use, distribution, dispensing, manufacture, or possession of a controlled substance.
- B. Operating any Charter School vehicle or piece of equipment while under the influence of alcohol, any drug, or the combined influence of alcohol and any drug.
- C. Use of any Charter School vehicle or piece of equipment for illegal or unauthorized purposes.
- D. Operating a vehicle or piece of equipment in a manner which endangers the safety or life of others.
- E. Clearly negligent use of Charter School owned vehicles or piece of equipment.

Any employee convicted of any of the items listed in section 3 of this procedure, regardless of whether it occurred while operating a Charter School vehicle or piece of equipment, may be permanently prohibited

from operating Charter School vehicles and equipment, and/or subject to disciplinary action, up to and including termination.

Emergency Call Out.

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

Disposal of Vehicles and Equipment.

All vehicles and equipment shall be disposed of only by sales events and methods which are approved by the Board and by rules adopted by the State for disposal of surplus property. Each sales event must be approved individually by the Board.

Accident Management Procedures.

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

- A. All accidents/collisions/vandalism (herein collectively referred to as “accidents”) involving Charter School vehicles, regardless of the amount of damages or personal injuries sustained, shall be reported immediately to the driver’s supervisor and/or any other identified Charter School personnel. Failure to report an accident shall be cause for disciplinary action.
- B. An employee involved in any accident while operating Charter School vehicles or equipment may be required to submit to a drug and alcohol test. Failure to submit to a drug and alcohol test; or testing positive for drug use; or prohibited levels of alcohol as outlined in applicable law; shall be subject to disciplinary action, up to and including termination.
- C. An accident report shall be completed within 24 hours of any accident regardless of the amount of damage sustained to any Charter School vehicle or equipment.
- D. All accidents shall be investigated by a designated Charter School Safety Coordinator or his/her designee.
- E. All accidents involving any personnel injury and/or accidents for which the estimated damages exceed one-thousand dollars (\$1,000) shall be reviewed by the Safety Committee.
- F. The Safety Committee shall hold a fact-finding meeting to determine if the accident was preventable or non-preventable.
 - i. The driver involved in the accident has the right to attend the fact-finding meeting to explain the situation and answer questions of the Committee.
 - ii. The Committee shall inform the driver of their findings in a timely manner.
 - iii. An employee may appeal the findings and recommendations of the Committee by following the appeals procedure outlined in the Charter School Grievance Procedure.

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

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

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

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

Definitions

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

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

Policy History:

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Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8180

Driver Training and Responsibility

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

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

1. Over the age of 18 years of age;
2. Be of good moral character;
3. Not be addicted to the use of intoxicants or narcotics
4. Possess a valid and appropriate commercial driver's license and other endorsements required by law;
5. Possess a school bus driver's permit issued by the Board; and
6. Be medically qualified under the physical examination standards of the federal motor carrier safety regulations.

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

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

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Use of Wireless Communication Devices by Bus Drivers

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

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

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

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

Bus drivers may be issued hands-free devices to be used for Charter School business should the need arise. If hands-free devices are issued, bus drivers shall be trained annually in their safe use. Written documentation of the training, and bus drivers' signatures that they completed the training and understand this policy shall be maintained in the Charter School office.

Bus drivers shall under no circumstances place or receive communications unrelated to Charter School business while on duty.

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

Policy History:

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Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8190

Emergencies Involving Transportation Vehicles

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

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

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Charter School Vehicle Idling

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

Charter School Vehicle Idling Times

1. When school buses arrive at loading and unloading areas to drop off or pick up passengers, the school bus driver should turn off the bus as soon as possible to eliminate idling time and reduce harmful emissions.
2. The school bus should not be restarted until it is ready to depart.
3. School buses should not idle (on or off of school grounds) for longer than 5 minutes unless:
 - a. They are waiting in traffic;
 - b. They are loading/unloading students with special needs;
 - c. There are safety or emergency situations;
 - d. The driver is in the process of receiving or discharging passengers on a public highway or public road.
 - e. There are maintenance or mechanical situations, inspections or repair; or
 - f. There are extreme weather conditions and the purpose is to warm the interior of the bus.
4. All charter school vehicles should follow the above guidelines as applicable.

Policy History:

Adopted on:

Revised on: Library

NONINSTRUCTIONAL OPERATIONS

8195

Charter School Vehicle Idling

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 - e. There are maintenance or mechanical situations, inspections or repair; or
 - f. There are extreme weather conditions and the purpose is to warm the interior of the bus.
4. All charter school vehicles should follow the above guidelines as applicable.

Policy History:

Adopted on:

Revised on: Library

Healthy Lifestyles

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

Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. To ensure the health and well being of all students, it is the policy of the Xavier School Board to:

1. Ensure that all children have access to adequate and healthy food choices on scheduled school days at reasonable prices.
2. Ensure that fundraising food sales and parties for students which are held during school hours will not conflict with the lunch and breakfast programs. The Charter School operates under program regulations of the National School Lunch, National School Breakfast and National After School Snack programs.
3. Support and promote proper dietary habits contributing to students' health status and academic performance. All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the Charter School nutrition guidelines. Wholesome foods produced in Idaho should be available and actively promoted in a healthy school environment. Emphasis should be placed on foods that are nutrient dense per calorie. Foods should be served with consideration toward variety, appeal, taste, safety and packaging to ensure high quality meals. Encourage all staff to focus on the Dietary Guidelines for Americans.
4. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be dependent on revenue from high-fat, low nutrient foods to support school programs.
5. Coordinate school food service with the healthy lifestyles policy to reinforce messages about healthy eating and to insure that foods offered promote good nutrition and contribute to the development of lifelong, healthy eating habits.

6. Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program including education, health and food services;
7. Provide school staff involved in nutrition education and in supporting a healthy school environment, with adequate pre-service and ongoing inservice training that focuses on strategies for behavioral change.
8. Involve family members and the community in supporting and reinforcing nutrition education and the promotion of healthy eating and lifestyles.
9. Regularly evaluate the effectiveness of the healthy lifestyles policy in promoting healthy eating and change the program as appropriate to increase its effectiveness.

Legal Reference: Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004

Policy History:

Adopted on:

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Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8210

Charter School Nutrition Committee:

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

Following initial development, the committee would meet a minimum of annually for continued assessment.

Committee membership will consist of:

- Charter School Food Service Coordinator
- Dietician*
- Parent representative from each school level
- Student representative from each school level
- Staff member representative from each school level
- Administrative Representative, Co-Chair
- Physical Education and Health Program Leader, Co-Chair

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

*If no dietitian, the school might consider negotiation with the local hospital or health Charter School to secure the services of an outpatient dietitian. The dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral and follow-up services.

Development

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

Monitoring

The Principal or designee will ensure compliance with established Charter School-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the Charter School Principal or designee.

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

The Principal or designee will develop a summary report every 5 years on Charter School-wide compliance with the Charter School's established nutrition and physical activity wellness policies based on input from Charter School. That report will be provided to the school board and may also be distributed to school health councils, parent/teacher organizations, school principals, and school health services personnel in the Charter School.

Legal Reference: Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Food Services

The Charter School supports the philosophy of the National School Lunch and Breakfast Programs and shall provide wholesome, appetizing and nutritious meals for children in the Charter School. Because of potential liability to the Charter School, the foodservices program shall not accept donations of food without the approval of the Board. Should the Board approve a food donation, the Principal shall establish inspection and handling procedures for the food and determine that the provisions of all state and local laws have been met before selling the food as part of the school meals.

Commodities

The Charter School shall use food commodities made available under the Federal Food Commodity Program for school meals.

Qualifications of School Foodservice Staff

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

Free and Reduced Price Food Services

The Charter School shall provide free and reduced price meals to students according to the terms of the National School Lunch and Breakfast Programs and the laws, rules and regulations of the state. The Charter School shall inform parents of the eligibility standards for free or reduced price meals. Identity of students receiving free or reduced price meals will be confidential in accordance with the guidelines for the National School Lunch and Breakfast Programs. A parent has the right to appeal any decision with respect to his/her application for free or reduced price food services to a designated hearing official.

The Board may establish programs whereby meals may be provided in the Charter School in accordance with guidelines for the National School Lunch and Breakfast Programs.

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

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

Summer Food Service Program

If more than 50 percent of a school's students are eligible for free or reduced-price school meals, that school will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year.

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

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Nutrition Standards

The Charter School shall provide school meals which meet or exceed the nutritional standards required by state and federal school lunch programs. The Charter School strongly encourages the sale or distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the Charter School has adopted the following Nutrition Standards governing the sale of food and beverages on school grounds. Sites are encouraged to study these standards and develop building policy using the following Nutrition Standards as minimal guidelines.

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

- **Calorie Range**
As a weekly average, the school shall serve at a minimum 100% and a maximum 110% of the appropriate level of calories per week to ensure the meals offered to children comply with USDA calorie levels.
- **Trans fat**
The school shall strive to eliminate foods containing added trans fat.
- **Deep Fat Frying**
The school shall not use deep fat frying as a method to prepare food in Child Nutrition Programs. This includes foods for reimbursable meals as well as a la carte foods sold.
- **Pre-fried Foods**
Breakfast: The school shall limit serving pre-fried, flash-fried, or par-fried side items/components to no more than three times per week.
Lunch: The school shall limit serving pre-fried, flash-fried, or par-fried entrees/meat/meat alternative to no more than three times per week.
Lunch: The schools shall limit serving pre-fried, flash-fried, or par-fried side items/other components to no more than three times per week.
- **Whole Grains**
The school shall offer one whole grain in all serving lines at least three times per week at breakfast and at least three times per week at lunch.
A whole grain is defined as :
Purchased foods: the whole grain must be listed first in the ingredient list.
Homemade Foods: more than 50% of the grains in the recipe must be whole grains

- **Fruits and Vegetables**
 Breakfast: The schools shall offer at a minimum one fruit on all points of service for breakfast. If only one fruit choice is offered at breakfast, juice may only be offered two times per week as the fruit choice.
 Lunch: The school shall offer at least one fruit and one non-fried vegetable at all points of service each day. The school shall offer fresh fruits and vegetables when possible. When using frozen or canned fruits, the school shall use products that are packed in natural juice, water or light syrup. The school shall make an effort to provide a variety of fruits and vegetables throughout the week, making sure dark leafy green and orange fruits and vegetables are offered.
- **Milk**
 The school shall offer fat-free (skim) and low-fat (1%) milk at all points of service. The school shall strive to eliminate 2% and whole milk offerings.
- **Legumes**
 The school shall offer legumes (dry beans and peas) at least one time per week.
- **Sugar**
 The school shall not offer grains (cereals, breads, pastries, cookies, cakes, etc.) with more than 14g sugar per ounce in purchased products (natural sugars, such as fruits, are exempt). The school shall strive to include foods with less than 10 g of sugar per ounce at breakfast and lunch.
- **Sodium**
 The school shall limit sodium to 2 mg per calorie.
- **Fiber**
 The school shall offer meals with at least one gram of fiber per 100 calories.
- **Cholesterol**
 The school shall limit cholesterol to 75 mg for breakfast and 100 mg for lunch.
- **Condiments**
 The school shall not have salt shakers or packets available. The school shall not have sugar dispensers or packets available. The school shall accurately reflect condiment usage in nutrient analysis and on production records. The school is encouraged to use low-fat condiments and/or control portions of high-fat condiments.
- **À la Carte**
 The school shall limit à la carte foods that do not meet the nutrition standards for Idaho School Meals.

Food service will be sensitive to the presence of dyes, sulfites, MSG and other additives to food by limiting their use whenever possible or finding alternative products that have fewer additives. Food service will follow federal guidelines regarding sodium content in all food served.

Cross Reference: 8250 Guidelines for Food and Beverages Sold Individually
8260 Vending Machines

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

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

NONINSTRUCTIONAL OPERATIONS

8235

Water Consumption/Water Bottle Policy

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

In addition, water sales should be a significant option through school vending and concession services. Water should be available during mealtimes, at least through water fountains.

Water Bottle Policy

When students bring water bottles for use during school:

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

Policy History:

Adopted on:

Revised on: Library

NONINSTRUCTIONAL OPERATIONS

8235

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Policy History:

Adopted on:

Revised on: Library

School Meals

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

Hot Lunch/Breakfast Program:

- The full meal program will follow the U.S. Government's Nutrition Standards and offer a variety of fruits and vegetables. At least half of the grains served shall be whole grain.
- The meals served will be appealing and attractive to children
- The Hot Lunch/Breakfast provider will be expected to make every effort to follow the Charter School Nutrition Standards when determining the items in a la carte sales.
 - A la carte items that do not meet the Charter School Nutrition Standards may be acceptable for student consumption within moderation (i.e., limit quantity sold to an individual student).
 - A la carte items that do not meet the Charter School Nutrition Standards may be acceptable when offered on an intermittent basis.

Breakfast

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

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

Lunchroom Climate:

- A lunchroom environment that provides students with a relaxed, enjoyable climate should be developed.
- It is encouraged that the lunchroom environment be a place where students have adequate space to eat and pleasant surroundings.

Meal Times and Scheduling

Charter Schools:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

Policy History:

Adopted on:

Revised on: Library

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Policy History:

Adopted on:

Revised on: Library

NONINSTRUCTIONAL OPERATIONS

8250

Guidelines for Food and Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

The Charter School encourages the use of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. At any school function (parties, celebrations, feasts, sporting events, etc.) healthy food choice options should be available. Some suggested foods are listed below:

- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Fresh fruit and 100% fruit juices
- Frozen fruit juice pops
- Dried fruits (raisins, banana chips, etc.)
- Trail mix (dried fruits and nuts)
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts)
- Low-fat meats and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)
- Party mix (variety of cereals, nuts, pretzels, etc.)
- Low-sodium crackers
- Baked corn chips & fat-free potato chips with salsa and low-fat dips (Ranch, French
- Onion, bean, etc.)
- Low-fat muffins, granola bars and cookies
- Angel food and sponge cakes
- Flavored yogurt & fruit parfaits
- Jell-O and low-fat pudding cups
- Low-fat ice creams, frozen yogurts, sherbets
- Low-fat and skim milk products
- Pure ice cold water

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

Middle/Junior High and High Schools. In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

Beverages

Allowed: water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);

Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Foods

A food item sold individually:

- will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
- will have no more than 35% of its weight from added sugars;
- will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes. Limit portion sizes of foods and beverages sold individually to those listed below:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky; . One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Snacks. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The Charter

School will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

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

Celebrations. Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The Charter School will disseminate a list of healthy party ideas to parents and teachers.

Fundraising Activities and Concessions

Any fundraising requires administrative approval. To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The following recommendations are made to promote healthy choices for children related to fundraising activities supported by the school:

- Offer only non-food items as the items that raise funds such as books, gift wrap, candles, plants, flowers, school promotional items, etc.
- Whenever food and beverages are sold that raise funds for the school include at least some healthy food choices.

Organizations operating concessions at school functions should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

Foods of Minimal Nutritional Value as Defined by USDA:

- Soda Water—any carbonated beverage (even water). No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals and protein.
- Water Ices—any frozen, sweetened water such as "...sicles" and flavored ice with the exception of products that contain fruit or fruit juice.
- Chewing Gum—any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.
- Certain Candies—any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients.
- Hard Candy—A product made predominantly from sugar (sucrose) and corn syrup that may be flavored and colored, is characterized by a hard, brittle texture and includes such items as sour balls, lollipops, fruit balls, candy sticks, starlight mints, after dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints and cough drops.

Cross Reference: 3420 Student Fund Raising Activities

Policy History:

Adopted on:

Revised on: Library

NONINSTRUCTIONAL OPERATIONS

8260

Vending Machines

The Board of Trustees has determined that there shall be no installations of vending machines except as approved by the Principal. The Principal will have the authority to determine whether such machines may be installed, where they will be placed, what items will be dispensed, and during which hours they might be used. Vending machines are operated as a convenience for students, staff and patrons. All revenue produced from this source shall be deposited in the designated activity fund as approved by the board of trustees. Revenues may be spent only on those purposes for which general revenue may be expended.

Vending Machine Use

1. Elementary Schools: Vending machines shall not be operated in elementary schools in locations available to students.
2. Middle Schools/Junior High Schools: Vending machines may be operated in middle schools/junior high schools. All vending sales shall comply with policies regarding competitive food sales.
3. High Schools: Vending machines may be operated in high schools. All vending sales shall comply with policies regarding competitive food sales.

Vending Machine Nutrition Standards

The Charter School strongly encourages the sale or distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the Charter School has adopted the following Nutrition Standards governing the sale of food, beverages and candy on school grounds. Sites are encouraged to study these standards and develop building policy using the following Charter School Nutrition Standards as minimal guidelines.

Food:

- Any given food item for sale prior to the start of the school day and throughout the instructional day will have no more than 30% of its total calories derived from fat.
- Any given food item for sale prior to the start of the school day and throughout the instructional day will have no more than 10% of its total calories derived from saturated fat.
- Nuts and seeds are exempt from these standards because they are nutrient dense and contain high levels of monounsaturated fat. Foods high in monounsaturated fat help lower "bad" LDL cholesterol and maintain "good" HDL cholesterol.
- It is recognized that there may be rare special occasions when the school principal may allow a school group to deviate from these guidelines.

- Encourage the consumption of nutrient dense foods, i.e., whole grains, fresh fruits and vegetables.

Beverages:

- Vending sales of pop or artificially sweetened drinks will not be permitted on school grounds.
- The nonvending sale of pop or artificially sweetened drinks will not be permitted on school grounds both prior to the start of the school day and throughout the instructional day, but will be permitted at those special school events that begin after the conclusion of the instructional day.
- The vending sale of beverages, other than soda, with less than 10% fruit juice may begin at the conclusion of the instructional day.
- Milk, water and 100% fruit juices may be sold on school grounds both prior to and throughout the instructional day. This standard will be phased-in over the next three school years in the following manner:

Candy:

- Vending sales of candy will not be permitted on school grounds.
- Nonvending sales of candy will be permitted at the conclusion of the instructional day.
- Candy is defined as any item that has sugar (including brown sugar, corn sweetener, corn syrup, fructose, glucose {dextrose}, high-fructose corn syrup, honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar {sucrose}, syrup) listed as one of the first two ingredients.

Cross Reference: 7260 Student Activity Funds
 8245 Competitive Food Services

Legal Reference: I.C. § 33-512(4) Governance of Schools
 I.C. § 33-705 Activity Funds

Policy History:

Adopted on:

Revised on: Library

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Policy History:

Adopted on:

Revised on: Library

NONINSTRUCTIONAL OPERATIONS

Teacher-to-Student Incentive:

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

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

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

Guidelines--Alternatives to Using Food as a Reward

Zero-Cost Alternatives

- Sit by friends
- Watch a video
- Read outdoors
- Teach the class
- Have extra art time
- Enjoy class outdoors
- Have an extra recess
- Play a computer game
- Read to a younger class
- Get a no homework pass
- Make deliveries to the office
- Listen to music while working
- Play a favorite game or puzzle
- Earn play money for privileges
- Walk with a teacher during lunch
- Eat lunch outdoors with the class
- Be a helper in another classroom
- Eat lunch with a teacher or principal
- Dance to favorite music in the classroom
- Get "free choice" time at the end of the day
- Listen with a headset to a book on audiotape
- Have a teacher read a special book to the class

Low-Cost Alternatives

- Select a paperback book
- Enter a drawing for donated prizes
- Take a trip to the treasure box (non-food items)
- Get stickers, pencils, and other school supplies
- Receive a video store or movie theater coupon
- Get a set of flash cards printed from a computer
- Receive a "mystery pack" (notepad, folder, sports, cards, etc.)

Policy History:

Adopted on:

Revised on: Library

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Policy History:

Adopted on:

Revised on: 2011

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8300

Emergency & Disaster Preparedness

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

Development of Crisis Management Plan

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

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

The principal or designee shall be responsible for directing the development of a comprehensive Crisis Management Plan. This plan will be shared with representatives of local municipalities and appropriate emergency personnel. The Crisis Management Plan will be reviewed annually by the Crisis Management Committee, which shall include representatives of principals and site managers. The Crisis Management Plan will be maintained by the **Principle** working in conjunction with the **staff** and ~~the~~ **public officials as needed**.

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

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

Cross Reference: 8520 Inspection of School Facilities / Emergency Evacuation Plan

Legal Reference:

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Disclaimer:

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

_____ Charter School

NONINSTRUCTIONAL OPERATIONS

8300P

Emergency & Disaster Preparedness

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

- gather information;
- establish communication with the family;
- disseminate accurate information to faculty and students;
- intervene directly with students most likely to be affected;
- increase the available supportive counseling for students and staff; and
- guide students in helpful ways to remember the deceased.

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

_____ Charter School's Crisis Management Plan procedures provide benefits for students, parents, and the Charter School. The procedures provide an organized, systematic method for helping students. Staff members know under what circumstances and how to refer a student for help. Crisis Team members operate within

specific guidelines to make collaborative decisions, sharing the responsibility of these often difficult, stressful situations. Parents and other members of the community are assured that the Charter School has established procedures which better prepare schools to respond to crisis.

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

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

Possible Hazards in Idaho

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

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

- Severe weather
- Bus crashes
- Bomb threats
- Student or staff deaths
- Chemical or hazardous material spills
- Fire
- School shootings
- Medical emergencies
- Acts of terror or war
- Natural disasters (earthquake, tornado, flood, volcanic eruptions)

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

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

- a) all employees shall be informed about the emergency plans and procedures to be followed at their work site, to ensure their safety and the safety of others
- b) students and employees shall practice the emergency procedures implemented at their school or work site
- c) parents shall be advised of the emergency procedures developed at the school(s) where their child(ren) are attending by September 30
- d) if materials and supplies beyond those normally provided by the Charter School are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order
- e) this policy shall be reviewed annually

Sequence of Crisis Management

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

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

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

Mitigation and Prevention

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

- Connect with community emergency responders to identify local hazards.
- Review the last safety audit to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in each school.
- Encourage staff to provide input and feedback during the crisis planning process.
- Review incident data.
- Determine major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.

- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crisis.

Preparedness

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

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

Response

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

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

Recovery

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

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.

- Capture “lessons learned” and incorporate them into revisions and trainings.

Prepare for Immediate Response

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

- ✓ **Evacuation** requires all students and staff to leave the building. The evacuation plan should include backup buildings and other locations. Evacuation plans should include contingencies for weather conditions. Additionally, plans should include transportation options for students with disabilities.
- ✓ **Reverse Evacuation** requires all students and staff to leave the outdoors and return to the building quickly. Once staff and students are safely in the building, you may find the situation calls for a lockdown.
- ✓ **Lockdowns** are called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy.

Define Roles and Responsibilities

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

- School commander
- Liaison to emergency responders
- Student caregivers
- Security officers
- Medical staff
- Spokesperson

The Charter School will work with law enforcement officers and emergency responders to identify crisis that require an outside agency to manage the scene (fire, bomb threat, hostage situations.)

Assigned Roles for Charter School Staff During a School Emergency

Principal

- Direct all operations of the Charter School in the management of the emergency.
- Gather information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
- Assess the emergency situation and assign tasks based on the overall needs for managing the emergency.

- Direct all activities of Charter School and school staff in the management of the emergency.
- Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working with the emergency.
- Authorize the release of information to the public.
- Keep School Board informed of emergency status.
- The Assistant Principal for Instruction will assist Principal and serve in this capacity in the absence of the Principal.

Executive Assistant to Principal

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

Administrator _____

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

Administrator _____

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

Administrator _____

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

Director of Community Relations

- Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs.
- Plan and coordinate press interviews to help the news media meet deadlines.
- Create and disseminate press releases.
- Respond to rumors through the dissemination of accurate information.
- Organize a network of key people (police, fire, health) within the community through which accurate information can be disseminated.
- Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements.
- Plan and coordinate for live and taped presentations. Press conferences can go out live; updates for the public can be taped and aired as needed.
- Coordinate information to be shared with school personnel during and after the crisis.

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

Principals and/or Designees

School Crisis

- Be familiar with central office support available to principals.
- Make school crisis plan, crisis management handbook, and emergency management kit readily available to appropriate staff.

In the Event of Charter School Crisis:

- Remain at respective schools until the end of the school day.
- When all students and staff members have left campus for the day, be prepared to report to the Assistant Principal.
- Perform tasks assigned by the Assistant Principal.

Sample Emergency Plans Procedures

Sample Emergency Plans & Procedures are itemized as follows and contained on the pages following:

1. Emergency Building Evacuation
2. Explosion Or Fallen Aircraft
3. Hazardous Material Spill
4. Bomb Threat
5. Violent or Criminal Behavior
6. Earthquake
7. Severe Weather Emergency – Tornado or Lightning
8. Fire
9. Natural Gas Leak
10. Broken Water Main

EMERGENCY BUILDING EVACUATION PROCEDURE

1. All building evacuations will occur when an alarm sounds and/or upon notification by Charter School officials or Public Safety Officers. **If the Charter School implements the call tree, persons with calling responsibilities are encouraged to use the following verbage:**

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

(This blank will contain the information relative to the emergency and specific actions to be taken.)

2. When the building evacuation alarm is activated during an emergency, leave by emergency evacuation route for the area in which you are located. If the exit is blocked, use the nearest marked exit and alert others to do the same.

3. **ASSIST THE HANDICAPPED IN EXITING THE BUILDING!!! DO NOT USE THE ELEVATORS IN CASE OF FIRE AND/OR POTENTIAL POWER LOSS.**

4. Once outside, proceed to a clear area that is at least 500 feet away from the affected building. Keep streets, fire lanes, hydrant areas, and walkways clear for emergency vehicles and personnel. Know your assembly points.

5. **DO NOT RETURN TO AN EVACUATED BUILDING UNLESS TOLD TO DO SO BY A CHARTER SCHOOL OR BUILDING OFFICIAL.**

EXPLOSION OR FALLEN AIRCRAFT PROCEDURE

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

1. Immediately take cover under tables, desks, and other objects which will give protection against falling glass or debris.
2. After effects of the explosion and/or fire have subsided, notify the Charter School Office. Give your name and describe the location and nature of the emergency.
3. If necessary, or when directed to do so, activate the building alarm.
4. When the building evacuation alarm is sounded or when told to leave by Charter School or building officials, walk quickly to the nearest marked exit and ask others to do the same.
5. **ASSIST THE HANDICAPPED IN EXITING THE BUILDING! DO NOT USE ELEVATORS IN CASE OF FIRE. DO NOT PANIC OR CREATE PANIC IN OTHERS.**
6. Once outside, move to a clear area that is at least 500 feet away from the affected building. Keep streets and walkways clear for emergency vehicles and crew. Know your assembly points.
7. If requested, assist emergency crews as necessary.
8. Do not return to an evacuated building unless told to do so by a Charter School or building official.

HAZARDOUS MATERIAL SPILL

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

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

BOMB THREAT

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

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

3. Keep talking to the caller as long as possible and record the following:
 - a. Time of call.
 - b. Age and sex of caller.
 - c. Speech pattern, accent, possible nationality, etc.
 - d. Emotional state of caller.
 - e. Background noise.

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

4. Report the incident immediately to the building Principal. The building Principal will notify the Emergency Coordinator. A decision will be made as to whether the building or area will be evacuated.
5. Building or Buildings Not Evacuated – The Emergency Coordinator may lead a search of the area. Employees in affected area may be asked to assist in identifying items or conducting a brief search under the direction of the building Principal.
6. Building or Buildings Evacuated – Once a decision is made by a building or Charter School official to evacuate the building, relay information directing others to evacuate the building. After your responsibilities are complete, calmly evacuate the building. Once outside stay away from buildings, vehicles and trash containers.

BOMB THREAT REPORT FORM

THREATENING PHONE CALL

Time call received: _____ Date: _____

Exact words of person making the call:

QUESTIONS TO ASK:

When is the bomb going to explode? _____

Where is the bomb right now? _____

What kind of bomb is it? _____

What does it look like: _____

Why did you place the bomb? _____

What is your name? _____

Are you a student? _____

Location where call was received: _____

Telephone number where call was received: _____

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

Background noise: _____

VIOLENT OR CRIMINAL BEHAVIOR

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

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

Hostage Situation

If taken hostage:

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

EARTHQUAKE

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

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

SEVERE WEATHER EMERGENCY – TORNADO OR LIGHTNING PROCEDURE

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

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

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

Hazardous weather conditions can develop in seconds and will not allow for formal means of communication. In the event an employee feels that weather is immediately threatening, they will initiate the following actions:

TAKE COVER – Instruct students, employees, and others in the immediate area to find a wall near the interior of the building away from windows and exterior doors. Individuals will curl up in a “ball” or fetal position near the wall, place their hands over their heads, and remain in that position until the sever weather passes.

DO NOT LEAVE THE BUILDING OR INITIATE A BUILDING EVACUATION DURING THESE CIRCUMSTANCES. WHEN SEVERE WEATHER STRIKES, POWER MAY BE DISRUPTED CAUSING ALARMS TO SOUND. IF FIRE IS NOT IMMEDIATELY PRESENT AND A CLEAR EXIT IS MAINTAINED, EVERYONE SHOULD REMAIN UNTIL SEVERE WEATHER PASSES.

FIRE

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

In the event of a fire:

1. If an emergency exists, activate the building alarm and contact the building Principal. Then promptly direct the charge of the fire extinguisher toward the base of the flame.
 - a. If a minor fire appears controllable, immediately contact, or direct someone in the area to contact, the building Principal.
 - b. On large fires that do not appear controllable, immediately activate the building alarm and contact, or direct someone to contact, the building Principal. Close all doors while exiting the building to reduce oxygen and slow the spread of fire. Do not lock the doors!
2. Assist in the evacuation of the building. Smoke is the greatest danger in a fire, so be prepared to stay near the floor where the air will be less toxic.
3. If trapped on a second story or higher, hang an article of clothing out of the window to signal security officers. Anyone trapped in the room should remain close to the floor to avoid smoke.
4. During an evacuation, direct crowds away from fire hydrants and roadways, and clear sidewalks immediately adjacent to the building. Ask bystanders to assist in watching windows, doorways, etc. for persons who may be trapped inside. Do not attempt to rescue - notify fire department personnel.

NATURAL GAS LEAK

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

1. Turn off the gas valve serving the building or area.
2. Windows and doors should be opened to dissipate the fumes.
3. The building Principal should evacuate the building by the most appropriate means.
4. The public utilities company and local fire department shall be notified by the secretary, principal or any person aware of the emergency. Note: Do not assume that these agencies have been notified. It is preferred that several people notify them rather than run the risk of complete omission.

BROKEN WATER MAIN

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

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

Adopted on:

Revised on: Library

Disclaimer:

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

_____ **Charter School**

NONINSTRUCTIONAL OPERATIONS

8310

Automated External Defibrillators

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

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

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

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

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

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

Cross Reference:

Legal Reference: I.C. § 5-337

Immunity for Use of Automated External Defibrillator
(AED)

Policy History:

Adopted on:

Revised on: Library

_____ Charter School

NONINSTRUCTIONAL OPERATIONS

8310F(1)

Automated External Defibrillators

**_____ CHARTER SCHOOL
AUTOMATED EXTERNAL DEFIBRILLATOR (AED)
CERTIFIED USERS**

Building _____

Name	Room No.	Certifying Agency	Certificate Number	Expiration Date

Cross Reference:

Legal Reference: I.C. § 5-337

Immunity for Use of Automated External Defibrillator (AED)

Policy History:

Adopted on:

Revised on: Library

_____ Charter School

NONINSTRUCTIONAL OPERATIONS

8310F(2)

Automated External Defibrillators

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

Building _____

Device Location _____

DATE	TIME	R-Routine	P-Post Use																		
Inventory Items:																					
Storage cabinet intact																					
AED exterior intact																					
Battery installed & functional																					
Spare battery available																					
AED self test																					
AED user guide available																					
CPR guide available																					
Two sets of electrodes																					
Incident report forms (2)																					
Pen																					
Mouth barrier device (2)																					
Razor																					
Scissors																					
Non-latex gloves (2 pair)																					
Gauze pads or towel																					
Initials of Inspector																					

Corrective Action Required and Completed:

Date	Details	Reported to Principal	Initials

Cross Reference:

Legal Reference: I.C. § 5-337

Immunity for Use of Automated External Defibrillator
(AED)

Policy History:

Adopted on:

Revised on: Library

_____ Charter School

NONINSTRUCTIONAL OPERATIONS

8310F(3)

Automated External Defibrillators

**_____ CHARTER SCHOOL
AUTOMATED EXTERNAL DEFIBRILLATOR (AED)
INCIDENT REPORT**

Date of Incident: _____ Time of Incident: _____

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

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

CPR prior to defibrillation: _____ Attempted _____ Not Attempted

Cardiac Arrest: _____ Not Witnessed _____ Witnessed by Bystander
_____ Witnessed by AED person

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

Shock: _____ Indicated _____ Not Indicated

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

Number of shocks: _____

Additional Comments: _____

Patient Outcome at Incident Site:

- | | | | |
|--------------------------|-------------------------------------|--------------------------|---------------------------------|
| <input type="checkbox"/> | Return of pulse and breathing | <input type="checkbox"/> | No return of pulse or breathing |
| <input type="checkbox"/> | Return of pulse with no breathing | <input type="checkbox"/> | Became responsive |
| <input type="checkbox"/> | Return of pulse, then loss of pulse | <input type="checkbox"/> | Remained unresponsive |

Name of AED Operator: _____

Transporting Ambulance: _____

Name of Facility Patient was Transported To: _____

Name of Emergency Health Care Provider: _____

Signature of Health Care Provider

Date of Report

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

The completed report must be mailed/returned to: _____

Cross Reference:

Legal Reference: I.C. § 5-337

Immunity for Use of Automated External Defibrillator (AED)

Policy History:

Adopted on:

Revised on:

NONINSTRUCTIONAL OPERATIONS

8310P

Automated External Defibrillators

AED Program Implementation and Procedures

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

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

Identify the AED Team

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

Coordinate with Local Emergency Medical Services (EMS)

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

Prescription from Physician / Medical Direction

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

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

AED Equipment and Vendor Selection

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

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

Additional Development of Procedures

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

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

Responsibility for Operation, Maintenance and Record-Keeping

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

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

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

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

The AED Team Coordinator shall be responsible for the following:

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

Refresher Training

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

HIPPA

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

Cross Reference:

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

Policy History:

Adopted on:

Revised on: Library

Fire Drills and Evacuation Plans

Goal

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

Frequency

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

First Evacuation Drill

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

Time

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

Assembly Points

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

Record Keeping

Records shall be maintained of emergency evacuation drills and include:

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

Fire Safety and Fire Evacuation Plans

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

Fire Evacuation Plan

The fire evacuation plan must include:

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

Fire Safety Plans

The fire safety plan must include:

1. The procedures for reporting a fire or other emergency.
2. The life safety strategy and procedures for notifying, relocating, or evacuating occupants.
3. Site plans indicating the following:
 - a. The occupancy assembly point
 - b. The location of fire hydrants.
 - c. The normal routes of fire department vehicle access
4. Floor plans identifying the locations of the following:
 - a. Exits
 - b. Primary evacuation routes
 - c. Secondary evacuation routes
 - d. Accessible egress routes
 - e. Areas of refuge
 - f. Manual fire alarm boxes
 - g. Portable fire extinguishers
 - h. Occupant-use hose stations
 - i. Fire alarm annunciators and controls
5. A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures.

6. Identification and assignment of personnel responsible for maintenance of systems and equipment installed to prevent or control fires.
7. Identification and assignment of personal responsible for maintenance, housekeeping, and controlling fuel hazard sources.

Legal Reference: I.C. § 41-253 Adoption of International Fire Code
I.D.A.P.A. 18.01.50 Rules of the Idaho Department of Insurance, Title 01,
Chapter 50, "Adoption of the 2006 *International Fire Code*."
2006 Idaho Fire Code

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Emergency Drills Rules and Procedures

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

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

1. Evacuation routes will be posted in each room. These routes will indicate the primary and alternate exits and evacuation area to which the student should proceed upon leaving the building. During the first week of the school year, rules for emergency evacuation will be discussed with each class using the room.
2. A distinct alarm signal will be used for emergency drills only; another signal will be established by Administration for return to class.
3. No student or staff member is to remain in the building during emergency drill
4. All persons should exit according to their posted evacuation routes and proceed to assigned locations a safe distance away from the building.
5. It is each student's responsibility to move quickly, quietly, and in an orderly manner through the assigned exit to the assigned evacuation area.
6. The teacher will be responsible for:
 - a. Seeing that windows and doors are closed with doors locked.
 - b. Assuring that electrical equipment and gas jets are turned off.
 - c. Maintaining order during the evacuation.
 - d. Taking the grade book and checking roll when the class is in the assigned evacuation area. The name of any student not accounted for will be reported immediately to the Building Administrator.

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

Cross Reference: 8320 Fire Drills and Evacuation Plans

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8400

Activity Trips

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

A duplicate copy of the passenger list will be made for all activity trips. One (1) copy will remain with the professional staff member in charge on the bus and one (1) copy will be given to the Activities Director before the bus departs.

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

Student Travel to/from Extracurricular or Co-Curricular Activity

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

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

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

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

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

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

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

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

Cross Reference: 3380 Extracurricular and Co-Curricular Participation Policy

Legal Reference: IDAPA 08.02.02.190 Program Operations

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8500

Risk Management

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

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

Cross Reference: 8520

Inspection of School Facilities

Legal Reference: I.C. § 33-701
I.C. § 33-1613

Fiscal year – Payment and accounting of funds
Safe public school facilities required

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8510

Charter School Safety

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

Cross Reference: 9400 Safety Program

Legal Reference: Occupational Safety and Health Act

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8520

Inspection of School Facilities

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

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

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

Emergency Evacuation Plan

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

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

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

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8530

Property Damage

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

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

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

Privately-Owned Property

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

Legal Reference: I.C. § 33-701 Fiscal year – Payment and accounting of funds

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8600

Records Management

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

The Clerk shall be the custodian of records under the supervision of the Principal.

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

All public records will be provided to the public in accordance with the laws of the State of Idaho and Charter School policy.

Legal Reference: Title 9, Chapter 3 Public Writings

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8605

Retention of Charter School Records

In compliance with Idaho Code § 33-506, the Board of Directors establishes the following guidelines to provide administrative direction pertaining to the retention and/or disposal of charter school records.

Method Of Destroying Official Records

The charter school’s official records, and any copy thereof that may be deemed to be confidential and/or not intended to be disseminated to the public, will be shredded before being disposed.

Suspending of Destroying Official Records

The charter school will immediately cease the destruction of all relevant records (even if destruction is authorized by an approved Retention Schedule) for the following reasons:

1. If the charter school receives a Freedom of Information Act (FOIA) request;
2. If the charter school believes that an investigation or litigation is imminent, or
3. If the charter school is notified that an investigation or litigation has commenced.

The Principal and Board Clerk, or designee, are responsible for carrying out this policy.

If relevant records exist in electronic formats (such as email, digital images, word processed documents, databases, backup tapes, etc.) the charter school shall notify its information technology staff. Failure to cease the destruction of relevant records could result in penalties against the charter school.

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

CHARTER SCHOOL RECORDS RETENTION SCHEDULE

Retention Codes	
AC —After closed, terminated, completed, expired, settled, or last date of contact FE —Fiscal Year End (June 30 th)	LA —Life of Asset PM —Permanent US —Until Superseded
RECORDS DESCRIPTION	RETENTION PERIOD
ADMINISTRATION —ATTENDANCE--ANNUAL ATTENDANCE SUMMARIES BY BUILDING	PM
ADMINISTRATION —ATTENDANCE—Enrollment attendance data	3 yr
ADMINISTRATION —BALLOTS AND OATHS OF ELECTION—until canvassed and recorded in the minutes	Not less than 8 months following election
ADMINISTRATION —BALLOTS FOR BOND ELECTIONS	a. Not less than 60 days after bonds have been delivered to purchaser

CHARTER SCHOOL RECORDS RETENTION SCHEDULE

Retention Codes	
AC —After closed, terminated, completed, expired, settled, or last date of contact FE —Fiscal Year End (June 30 th)	LA —Life of Asset PM —Permanent US —Until Superseded
RECORDS DESCRIPTION	RETENTION PERIOD
	b. Not less than 8 months following bond election
ADMINISTRATION—CONTRACTS AND LEASES	AC +6 yr
ADMINISTRATION—GENERAL CORRESPONDENCE	3 yr
ADMINISTRATION—DONATION/GIFT RECORDS	PM
ADMINISTRATION—BOARD MEETINGS—AGENDA AND MINUTES: Official minutes and agenda of open meetings	PM
ADMINISTRATION—BOARD MEETINGS—CLOSED: Certified agendas or tape recordings of closed meetings	PM—Restricted Access
ADMINISTRATION—ORGANIZATION CHARTS: Any documentation that shows program accountability	PM
ADMINISTRATION—EDUCATION PROGRAM REVIEW RECORDS	AC+3 yr
ADMINISTRATION—OFFICIAL STATE DEPARTMENT REPORTS	PM
ADMINISTRATION—SCHOOL CERTIFICATION REPORTS	PM
ANNUAL REPORTS	PM
APPEAL AND REVIEW RECORDS —Records may include but are not limited to narrative history or description of appeal; minutes and testimony; exhibits; reports and findings of fact; final orders, opinions, conclusions, or decisions; audio recordings; hearing schedules and lists of participants; and related correspondence and documentation.	PM
BOARD MEMBER RECORDS —Series documents board activities and serves as a reference source for board members. Records may include but are not limited to correspondence, plans, statements of goals and objectives, minutes, committee reports, budgets, financial statements, reports and other reference material. Records are often compiled in a notebook for each member.	AC+3 yr NOTE: Some materials may warrant long-term retention. These materials should be reviewed for archival materials.
BOARD RECORDS -Series documents the official proceedings of the board meetings. Records may include agendas; minutes; meeting notices; items for board action; contested case hearings schedules; committee reports; exhibits; and related correspondence and documentation. Records may also include audio recordings of meetings used to prepare summaries.	PM
COMPUTER SYSTEMS-BACKUPS —Backups on tape, disk, cd, dvd, etc. CAUTION: Records stored in this format can be subpoenaed during litigation.	US or 1 year
EQUIPMENT-HISTORY FILE —Equipment service agreements, includes maintenance agreements, installation and repair logs, etc.	LA+3 yr
EQUIPMENT MANUALS -Instruction and operating manuals	LA
EQUIPMENT WARRANTIES	AC+1 yr
FACILITIES OPERATIONS-APPRAISALS —Building or property	3 yr
FACILITIES OPERATIONS-BUILDINGS PLANS AND SPECIFICATIONS —Includes architectural and engineering drawings, etc.	PM For leased structures retain AC+2
FACILITIES OPERATIONS-BUILDINGS, CONSTRUCTION CONTRACT, INSPECTION RECORDS AND PROJECT FILES —Building construction contracts, surety bonds and inspection records, Planning, design, construction records & all bids, etc.	LA

CHARTER SCHOOL RECORDS RETENTION SCHEDULE

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

CHARTER SCHOOL RECORDS RETENTION SCHEDULE

Retention Codes	
AC —After closed, terminated, completed, expired, settled, or last date of contact FE —Fiscal Year End (June 30 th)	LA —Life of Asset PM —Permanent US —Until Superseded
RECORDS DESCRIPTION	RETENTION PERIOD
FISCAL-GRANTS —State and Federal	AC+3 yr AC=End of grant or satisfaction of all uniform administrative requirements for the grant CAUTION: Retention requirements may vary depending on the specific federal funding agency
FISCAL-INSURANCE CLAIM FILES	AC+3 yr AC=Resolution of claim
FISCAL-INSURANCE POLICIES —all types	AC+5 yr AC=expiration or termination of policy according to its terms
FISCAL-LONG-TERM LIABILITY RECORDS —Bonds, etc	AC+4 yr AC=retirement of debt
FISCAL-RECEIPTS JOURNAL OR REGISTER	FE+3 yr
FISCAL-RECONCILIATIONS	FE+3 yr
FISCAL-REIMBURSABLE ACTIVITIES —Requests & approval for reimbursed expenses for travel, training, etc.	FE+3 yr
FISCAL-RETURNED CHECKS —Uncollectable warrants or drafts	AC+3 yr AC=After deemed uncollectible
FISCAL-SIGNATURE AUTHORIZATIONS —Records authorizing an employee to initiate financial transactions for agency. Also, spending authority limits	US+FE+3 yr
LEGAL-LITIGATION FILES --	PM CAUTION: May contain attorney-client privileged information
LEGAL-OPEN RECORDS REQUESTS —documentation relating to approved or denied requests for records under Idaho Public Records Law	PM
LEGAL-OPINIONS AND ADVICE —Does not include legal opinions or advice rendered on a matter in litigation or with regard to pending litigation	PM CAUTION: May contain attorney-client privileged information
NEWS OR PRESS RELEASES	PM
PERSONNEL-ACCUMULATED LEAVE ADJUSTMENT REQUEST —Used to create and adjust employee leave balances	FE+3 yr
PERSONNEL-APPLICATIONS FOR EMPLOYMENT—HIRED —Applications, etc required by employment advertisement	AC+5 yr AC=Termination of employment
PERSONNEL-APPLICATIONS FOR EMPLOYMENT—NOT HIRED —Applications, resumes, etc. required by employment advertisement	AC+2 yr AC=Date position is filled
PERSONNEL-BENEFIT PLANS	US+1 yr
PERSONNEL-COMPLAINT RECORDS —Complaints received and records documenting their resolution	FE+3 yr CAUTION: If a complaint becomes the subject of litigation, it is subject to a longer retention period

CHARTER SCHOOL RECORDS RETENTION SCHEDULE

Retention Codes	
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RECORDS DESCRIPTION	RETENTION PERIOD
PERSONNEL-CORRECTIVE ACTION —those actions which do not affect pay, status or tenure and are imposed to correct or improve job performance	AC+3 yr AC=Termination of corrective action. CAUTION: If during the retention period these records are used to support personnel disciplinary action, the records should be retained according to Personnel Disciplinary Action series.
PERSONNEL-DISCIPLINARY ACTION DOCUMENTATION —those actions that affect pay or status. They include demotion, dismissal, etc.	AC+3 yr AC=termination of employment
PERSONNEL-EMPLOYEE STATEMENTS (Affidavits) —for insurance, personnel or other uses for which Administration has sought such statements	AC+3 yr AC=Termination of employment
PERSONNEL-EMPLOYEE BENEFITS —documents relating to selection of benefits other than insurance	US
PERSONNEL-EMPLOYEE COUNSELING RECORDS —Notes, etc. relating to job-specific counseling	AC+3 yr AC=Termination of counseling
PERSONNEL-EMPLOYEE DEDUCTION AUTHORIZATIONS —documents relating to all deductions of Pay	AC+3 yr AC=After termination of employee or after amendment, expiration or termination of authorization, whichever is sooner.
PERSONNEL-EMPLOYEE EARNINGS RECORDS	4 yr
PERSONNEL-EMPLOYEE INSURANCE RECORDS —Charter school copy of selection records by employees of insurance offered by the charter school.	US
PERSONNEL-EMPLOYEE RECOGNITION RECORDS —Awards, incentives, etc.	AC+3 yr AC=Termination of employment
PERSONNEL-EMPLOYMENT ANNOUNCEMENT	2 yr
PERSONNEL-EMPLOYMENT CONTRACTS	Original dates of hire +50 yr
PERSONNEL-EMPLOYMENT ELIGIBILITY —Documentation or verification of Federal report form INS I-9	AC+4 yr AC=Termination of employment, with a minimum of 4 years
PERSONNEL-EMPLOYMENT SELECTION RECORDS —all records that document the selection process: i.e. polygraph, physicals, interview notes, etc.	2 yr CAUTION: Does not include criminal history checks
PERSONNEL-FORMER EMPLOYEE VERIFICATION RECORDS —minimum information includes name, social security number, exact dates of employment and last known address	Original date of hire +50 yr
PERSONNEL-GRIEVANCE RECORDS —review of employee grievances against policies and working conditions, etc. Includes record of actions taken.	AC+6 yr AC=final decision on the grievance
PERSONNEL-HIRING PROCESS—CRIMINAL HISTORY CHECKS —criminal history record information on job applications	AC+1 yr AC=After hiring decision made
PERSONNEL-JOB PROCEDURE RECORD/JOB DESCRIPTION —any document detailing duties of positions on position-by-position basis	US+3 yr

CHARTER SCHOOL RECORDS RETENTION SCHEDULE

Retention Codes	
AC —After closed, terminated, completed, expired, settled, or last date of contact FE —Fiscal Year End (June 30 th)	LA —Life of Asset PM —Permanent US —Until Superseded
RECORDS DESCRIPTION	RETENTION PERIOD
PERSONNEL-LEAVE STATUS REPORT —cumulative report for each pay cycle showing leave status	FE+3 yr
PERSONNEL-LIABILITY RELEASE FORM —statements of employees, patrons, etc. who have released the charter school from liability	PM
PERSONNEL-LICENSE AND DRIVING RECORD CHECK	US
PERSONNEL-OVERTIME AUTHORIZATION & SCHEDULE	2 yr
PERSONNEL-PAYROLL-DIRECT DEPOSIT APPLICATION/AUTHORIZATION	US
PERSONNEL-PAYROLL-INCOME ADJUSTMENT AUTHORIZATION ---used to adjust gross pay, FICA, retirement or compute taxes	3 yr
PERSONNEL-PERFORMANCE APPRAISAL	2 yr
PERSONNEL-PERSI ENROLLMENT FILE	6 yr from filing date
PERSONNEL-PERSI RECORD OF HOURS WORKED —Irregular help, half-time or greater	Date of hire +50 yr
PERSONNEL-PERSI TERMINATION RECORD	6 yr
PERSONNEL-PERSONNEL INFORMATION —documents that officially change pay, titles, benefits, etc.	2 yr
PERSONNEL-POLICY AND PROCEDURES MANUAL —any manual, etc. that establishes standard employment procedures	PM
PERSONNEL-RESUME-UNSOLICITED	1 yr
PERSONNEL-SICK LEAVE POOL DOCUMENTATION —requests submitted, approvals, number of hours transferred in an out, etc.	FE+3 yr
PERSONNEL-TIME CARD AND TIME SHEET	3 yr
PERSONNEL-TIME OFF AND/OR SICK LEAVE REQUEST	FE+3 yr
PERSONNEL-TRAINING AND EDUCATIONAL ACHIEVEMENT RECORD-INDIVIDUAL —records documenting training, testing or continued education	AC+3 yr AC=Termination of employment
PERSONNEL-UNEMPLOYMENT CLAIM RECORD	3 yr
PERSONNEL-UNEMPLOYMENT COMPENSATION RECORDS	AC+3 yr
PERSONNEL-W-2 & W-4 FORMS	5 yr from date of termination
PERSONNEL-WORKER'S COMPENSATION POLICIES	AC+10 yr AC=expiration of policy
PROCUREMENT-PERFORMANCE BOND —bonds posted by individuals or entities under contract with the charter school.	PM
PROCUREMENT-PURCHASING LOG —Log, etc. providing a record of purchase orders issued, orders received, etc.	FE+3 yr
PROCUREMENT-BID DOCUMENTATION —includes bid requisition/authorizations, invitation to bid, bid specifications and evaluations	FE+3 yr CAUTION: If a formal written contract is the result of a bid, etc., the bid and its supporting documentation must be retained for the same period as the contract.

CHARTER SCHOOL RECORDS RETENTION SCHEDULE

Retention Codes	
AC —After closed, terminated, completed, expired, settled, or last date of contact FE —Fiscal Year End (June 30 th)	LA —Life of Asset PM —Permanent US —Until Superseded
RECORDS DESCRIPTION	RETENTION PERIOD
RECORDS MANAGEMENT —RECORDS RETENTION SCHEDULE; DISPOSITION LOG (listing records destroyed or transferred); CONTROL MATERIALS (indexes, card files, etc.); DESTRUCTION APPROVAL SIGN-OFFS	PM
SAFETY-ACCIDENT REPORTS	8 yrs* For Minors, 8 yrs after minor reaches age of 18
SAFETY-DISASTER PREPAREDNESS AND RECOVERY PLANS	PM
SAFETY-EVACUATION PLANS	PM
SAFETY-FIRE ORDERS —issued by fire marshal to correct deficiencies in compliance with the fire code	AC+3 yr AC=deficiency corrected
SAFETY-HAZARDOUS MATERIALS DISPOSAL RECORDS — Material safety data sheets must be kept for those chemicals currently in use that are affected by the Hazard Communication Standard in accordance with 29 CFR § 1910.1200(g).	PM
SAFETY-INCIDENT REPORTS —Reports concerning incidents which, upon investigation, were of a non-criminal nature	3 yr (or 30 yr*) *Exposure records require 30 year retention per 29 CFR § 1910.1020(d)(ii)(B)Footnote(1)
SAFETY-INSPECTION RECORDS —Fire, safety, and other inspection records of facilities and equipment	AC+3 yr AC=Date of the correction of the deficiency, if the inspection report reveals a deficiency.
SAFETY-MATERIAL DATA SAFETY SHEETS	30 yrs after the end of use of the substance
SAFETY-WORKPLACE CHEMICAL LISTS	30 yr
STUDENTS-EDUCATION RECORDS —Student’s name, birth date, last address, dates of attendance, graduation date and grades earned	PM
STUDENTS-MEDICAID RECORDS -claims, reimbursements, and supporting documentation	FE +5 yr
VEHICLE-INSPECTION, REPAIR AND MAINTENANCE RECORDS	LA+1 yr
VEHICLE-TITLE AND REGISTRATION	1 yr
VOLUNTEER RECORDS —records may include recruitment and selection records, volunteer personnel and intern personnel information forms, intern agreements, volunteer and intern time records, emergency notification forms, insurance documentation and correspondence	AC+3 yr AC=End of term of volunteer or intern
WEBSITE/WEB PAGES —INTERNET/INTRANET—system development documentation for initial setup; subsequent changes and content of pages	PM

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

Legal References: I.C. § 33-701(8) Fiscal Year—Payment and accounting of funds
 I.C. § 33-407 Return of canvass of elections

I.C. § 33-508 Duties of Clerk
SDE Administrator's Handbook 1.43
Federal Regulation
Idaho Records Management Guide, November, 2004

Policy History:

Adopted on:

Revised on: 2011

Health Insurance Portability and Accountability Act

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

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

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

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

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

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

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

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

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

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

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

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

Legal Reference: Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, 42 U.S.C. 1320d-1320d-8; 45 CFR Parts 160 and 164.

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

Policy History

Adopted on:

Revised on: First reading January 12, 2012

NONINSTRUCTIONAL OPERATIONS

8700

Computer Software

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

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

The Principal or designee is the only individual who may sign license agreements for software for the school.

Cross-Reference: 2150 Copyright

Policy History:

Adopted on:

Revised on: First reading January 12, 2012

Xavier Charter School

NONINSTRUCTIONAL OPERATIONS

8710

Board of Directors Use of Electronic Mail

Use of electronic mail (e-mail) by Board Members will conform to the same standards of judgment, propriety, and ethics as other forms of board-related communication. The Board will comply with the following guidelines when using e-mail in the conduct of school responsibilities:

1. The School Board will not use e-mail as a substitute for deliberations at Board meetings or for other communications or business properly confined to Board meetings.
2. Board members will be aware that e-mail and e-mail attachments received or prepared for use in Board business or containing information relating to Board business may be regarded as public records, which may be inspected by any person upon request, unless otherwise made confidential by law.
3. Board members will avoid reference to confidential information about employees, students, or other matters in e-mail communications, because of the risk of improper disclosure or unsecure websites. Board members will comply with the same standards as school employees, with regard to confidential information.

Definitions

"Deliberation" is defined as the receipt or exchange of information or opinion relating to a decision, but shall not include informal or impromptu discussions of a general nature which do not specifically relate to a matter then pending before the public agency for decision.

Legal Reference: I.C. § 9-337 Public Writings *et. seq.*
I.C. § 67-2341(2) Open Public Meetings – Definitions
Cowles Pub. Co. v. Kootenai Co. Bd. of County Commissioners
144 Idaho 259 (2007).

Policy History:

Adopted on:

Revised on: First reading January 12, 2012