

SECTION E - SUPPORT SERVICES

EA Support Services Goals
EAA Support Services Priority Objectives

EB Safety Program
EBA Buildings and Grounds Inspections
EBAA Reporting of Hazards
EBB Accident Prevention and Safety Procedures
EBBA First Aid
EBC Emergency Plans
EBCA Disaster Plans/Civil Defense
EBCB Fire Drills
EBCD Emergency Closings
EBCD-1 Emergency Closings and School Activities
EBCE Crisis Management Team Guidelines

EC Buildings and Grounds Management
ECA Buildings and Grounds Security
ECAB Vandalism
ECB Buildings and Grounds Maintenance
ECC Security Cameras
ECD Traffic and Parking Controls

ED Material Resources Management
EDB Maintenance and Control of Materials
EDBA Maintenance & Control of Instructional Materials
EDC Use of School Equipment
EDC-1 Use of School Equipment Request Form
EDC-2 Library Audio Visual (AV) Rental Procedures

EE Transportation Services Management
EEA Student Transportation Services
EEAB School Bus Scheduling and Routing
EEAC School Bus Safety Program
EEACA Bus Driver Examination and Training

EEAD Special Use of School Buses
EEAD-1 Special Use of District Motor Vehicles
EEAD-2 Student Allowances in Lieu of
Transportation
EEAE Out-of-District Travel Reimbursement
(Special Education Parents/Guardians)
EEBD School Vehicle Trip Sheet

EF	Food Services Management
EF-1	Lunch Policy
EFB	Free and Reduced Price Food Services
EFC	Wellness Policy
EFCA	Standards for Food and Beverages (Food Service)
EFCB	Standards for Food and Beverages (Snack Bar/Vending Machines)
EG	Office Services Management
EGAA	Printing and Duplication Services
	Reproduction of Copyright Materials
EH	Data Management
EHA	Administrative Rule
	Printing and Duplicating Service/Copyright Material
EHAB	Internet Acceptable Use Policy (AUP)
	(Terms and Conditions for Use of Internet)
EHAB-S	AUP - Student/Parent Acknowledgment)
EHAB-T	AUP - (Faculty/Staff Acknowledgement)
EHAC	Policy on Software Copyright
EHAD	Personal Electronic Devices
EHAE	Internet Publishing Policies
EHAf	Media and Social Networking Sites
EI	Insurance Management

SUPPORT SERVICES GOALS

Support services are essential to the successful function of a school system. Management of auxiliary operations is, therefore, an important responsibility of the district administration. It should be remembered, however, that education is the district's central function; all support services will be provided, guided and evaluated by this requirement.

In order to provide support services that are truly supportive of the educational program, the board establishes these broad goals:

- 1.) To provide a physical environment for teaching and learning that is safe for students, staff, and public.
- 2.) To provide safe transportation for students to and from school and nutritious meals for students.
- 3.) To provide support services, resources, and assistance to fulfill the needs and promote the goals of the educational program.

Adoption Date: May 19, 1997
Policy Committee Review: September 10, 2007
Policy Committee Review: December 19, 2012

SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that may result in tragic consequences; such as bodily harm, loss of school time, property damage, legal action, and even fatality. It is the policy of the board to guard against such occurrences by taking every reasonable precaution to protect the safety of all students, employees, visitors, and others present on district property or at school-sponsored events.

The board will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports, and occupational safety.

The superintendent will have overall responsibility for the safety program of the district. General areas of emphasis will include, but not be limited to: in-service training; accident record-keeping; plant inspection; driver and vehicle safety programs; fire prevention; and emergency procedures and traffic safety programs relevant to students, employees, and the community.

Each principal will be responsible for the supervision of a safety program for his/her school.

The practice of safety will also be considered a facet of the instructional program of the district schools, and instruction in accident prevention as well as fire prevention, emergency procedures, traffic, bicycle and pedestrian safety, and driver education may be provided in the appropriate grades and classes.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members and students recognize that preventing accidents is a daily operational responsibility.

Adoption Date: May 19, 1997
Policy Committee Review: September 10, 2007
Revised: February 11, 2013

LEGAL REFS.: ARSD 61:13

CROSS REFS.: EEAC, School Bus Safety Program
FEC, Facilities Development Plans & Specifications
GBE, Staff Health and Safety
JHF, Student Safety

BUILDINGS AND GROUNDS INSPECTIONS

The superintendent will be responsible for the general safe operations of the buildings and grounds and will periodically assist in their inspection for safety hazards.

The superintendent or designee will assist an inspector of the Department of Public Safety in the inspection of school buildings and grounds for fire safety hazards.

Violations to fire protection laws and other safety hazards will be reported to the superintendent and corrected to ensure the well-being of all students, staff and the general public on school property.

LEGAL REFS.: SDCL 13-25-3 through 13-25-9

Adoption Date: May 19, 1997
Revised: November 10, 2003
Policy Committee Review: September 10, 2007
Policy Committee Review: December 19, 2012

WEAPONS POLICY

POSSESSION OR USE OF A WEAPON

PROHIBITION: No person (except law enforcement personnel) shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other building or premises used for school functions, whether or not any person is endangered by such actions. For purposes of the Gun-Free Schools Act, the term "weapon" means a firearm as defined in Section 921 of Title 18 of the United States Code.

For purposes of this policy, the term "weapon" shall include:

- a.) Any controlled weapon including a firearm silencer, machine gun, or short shotgun as those terms are defined in SDCL 22-1-2(17), (23), and (46);
- b.) Any "dangerous weapon" or "deadly weapon", including any firearm, knife or device, instrument, material or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm, or by the manner in which it is used is likely to inflict death or serious bodily harm;
- c.) Any "destructive device" including any bomb, grenade, explosive missile or similar device or any launching device therefore or any breakable container which contains flammable liquid with a flashpoint of one hundred and fifty degrees Fahrenheit or less and has a wick or similar device capable of being ignited. For purposes of this policy, this term includes fireworks, rifles used for sporting purposes and other devices which would otherwise be excluded under the definition found in SDCL 22-1-2-(13);
- d.) Any "explosive" including any substance, or combination of substances, that is used for the purpose of detonation and which, upon exposure to any external or internal force or condition, is capable of a relatively instantaneous release of gas and heat, including fireworks; unless approved by the Superintendent and handled by a licensed agent.
- e.) Any "firearm" including any weapon from which a projectile or projectiles may be discharged by gunpowder, or compressed air. As used in this provision, the word "gunpowder" includes any propellant that upon oxidization emits heat and light and is commonly used in firearms cartridges;
- f.) Any "stun gun" including any battery-powered, pulsed electrical device of high voltage and low or no amperage that can disrupt the central nervous system and cause temporary loss of voluntary muscle control of a person;

- g.) Any "ballistic knife" including any knife encased in a tubular metal sheath which when removed, uncovers a detachable blade that can be propelled by a spring mechanism operated at the push of a button;
- h.) Any "knife", "club", "numchuk", "slingshot", or similar item which is designed to, intended to, or used in such a manner as to incapacitate or cause any bodily injury or any threat of bodily injury.

This policy does not apply to small pocket knives (see Look Alike Weapons) or starting guns while in use at athletic events and supervised schools or sessions for training in the use of firearms.

- PENALTY:**
- 1.) The Principal will suspend the student for ten (10) days and calls parents or guardians.
 - 2.) The Principal shall report the event to the criminal justice (police) or juvenile delinquency system.
 - 3.) The Principal shall refer the student to the Board of Education for expulsion for not less than one (1) year (12 months). The one (1) year (12 months) expulsion may be modified by the Board of Education on a case by case basis.
 - 4.) Pursuant to procedural due process, a special board meeting will be convened, if our regular board meeting does not fall within the ten (10) day suspension, unless unusual mitigating factors occur.

LOOK-ALIKE WEAPONS

PROHIBITION: No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other building or premises used for school functions, whether or not any person is endangered by such actions. "Look-Alike Weapon" means any item which resembles or appears to be a weapon, including but not limited to, small pocket knives with less than a 3" blade, squirt guns, water rifles or pistols, toy guns, toy grenades and other similar items.

1st Offense -- The principal shall have the authority to determine the extent and nature of the disciplinary action based upon the student's age, the actions of the student in possessing and using the look-alike weapon, the student's intent and the nature of the look-alike weapon and proximate resemblance to a real weapon. The disciplinary action which may be imposed includes, but is not limited to: conferences with the student and parent; detention; suspension for up to ten (10) days; and, referral to the Board of Education for disciplinary action including long-term suspension and expulsion.

2nd Offense and All Subsequent Offenses -- Principal follows 1st offense language and must refer to the Board of Education for either suspension or expulsion, unless there are unusual mitigating factors.

The Dakota Valley School District #61-8 shall submit an actual copy of their weapons policy to the State Education Association by July 1, 1996 as "assurance of compliance".

The Dakota Valley School District #61-8 shall submit, annually, a descriptive report to the SEA of the circumstances surrounding expulsions imposed under the one (1) year expulsion requirement, including:

- A.) the name of the school concerned,
- B.) the number of students expelled from the school, and
- C.) the type of weapons concerned.

Adopted:	May 17, 1993
Revised:	January 9, 1995; May 13, 1996;
Reaffirmed:	May 14, 1998
Revised:	May 8, 2006; February 12, 2007
Policy Committee Review:	September 10, 2007
Revised:	February 11, 2013

ACCIDENT PREVENTION AND SAFETY PROCEDURES

Student safety will be considered a part of the general education program. In science and industrial arts classes, the instructor (teacher) will give an orientation to the students in their class each semester to familiarize them with the equipment and materials they will be using and the dangers involved if safety precautions are not taken. Signs will be posted in rooms as a constant reminder of these safety precautions.

By law, every student, teacher and visitor is required to wear an industrial quality eye protective device when participating or observing any of the following courses:

- 1.) Vocational or industrial arts shops or laboratories involving experience with the following: hot molten metals, milling, sawing, turning, shaping, cutting, grinding or stamping of any solid materials, heat treatment, tempering or kiln firing of any metal or other materials, gas or electric arc welding, repair or servicing of any vehicle, caustic or explosive materials.
- 2.) Chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids.

Adoption Date:	May 19, 1997
Policy Committee Review:	September 10, 2007
Policy Committee Review:	December 19, 2012

LEGAL REFS.: SDCL 13024-18.1 through 13-24-18.4
ARSD Article 61:13

FIRST AID

The school is responsible for giving first aid or emergency treatment only in cases of sudden illness or injury to a pupil or a member of the staff. Further medical attention in the case of a pupil is the responsibility of the parent or guardian, or the person designated for emergencies, as in the case of a member of the staff, or the particular individual.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

Each principal will be charged with directing the immediate care of ill or injured persons who come within his/her area of responsibility.

At each school, procedures for the proper handling of such emergencies will be developed and made known to the staff. These will incorporate the following requirements:

- 1.) No treatment except first aid is permitted in schools. The school's responsibility is to place the ill or injured student in the care of the home of family physician as soon as possible.
- 2.) Teachers or other trained persons, or bus drivers, if the injury occurs on a school bus, will be responsible for administering first aid to students with minor injuries such as scratches, abrasions, bruises, etc.
- 3.) A master first aid kit will be kept and properly maintained in each school and each school bus.
- 4.) No prescription drugs will be administered by school personnel unless authorized by a physician.
- 5.) Parents will be required to sign and submit an emergency medical authorization which will provide emergency telephone numbers and such other information as the administration may deem advisable. It is the parent's responsibility to provide the school district with updated information on the medical authorization form when that information changes.

In all cases where the nature of an illness or an injury appears serious, the school district shall contact the emergency response center which serves the community in which the child is located at the time that the need for services arises, or, if the community is not served by an emergency response center, then the school district shall contact the ambulance service which it feels is appropriate in the circumstances. The parent(s) or guardian(s) shall be responsible for the cost of such services.

- 6.) In all cases, where the nature of an illness or an injury appears serious, the parent or guardian will be contacted. However, in extreme emergencies, arrangements may be made for a child's immediate hospitalization whether or not the parent or guardian can be reached.
- 7.) No young child who is ill or injured will be sent home alone, nor will an older child unless the illness is minor and the parent or guardian has been informed in advance.

Adoption Date:	May 19, 1997
Policy Committee Review:	September 10, 2007
Revised:	February 11, 2013

POLICY FOR HANDLING BLOOD AND OTHER BODY FLUIDS

The proper handling of blood and other body fluids is important in maintaining a clean, disease free environment. Therefore, all school employees will receive instruction when they are hired, and annually thereafter, regarding the proper handling of blood and other body fluids. The instruction will be provided by the employee's supervisor and will include the following information:

Food Service Workers -

- 1.) All epidemiologic and laboratory evidence indicates that blood borne and sexually transmitted infections are not transmitted during the preparation of serving food or beverages.
- 2.) Food service workers are to follow recommended standards and practices of good personal hygiene and food sanitation as outlined in the Food Service Sanitation Handbook.
- 3.) Food service workers are to exercise care to avoid injury to hands when preparing food. Should such an injury occur, food contaminated with blood will be destroyed.
- 4.) Any equipment contaminated with blood or other body fluids will be cleaned with soap and water or a detergent and a disinfectant solution is to be used to disinfect the item.
- 5.) Disposable rubber or similar impervious material gloves are to be used when cleaning any surface that has been contaminated with blood or other body fluid.
- 6.) Proper procedure for putting on and removing gloves will be taught. After gloves are removed, hands must be thoroughly washed with soap and water.

Custodial Staff -

- 1.) Disposable rubber or similar impervious material gloves are to be used when cleaning any surface that has been contaminated with blood or other body fluid.
- 2.) Proper procedure for putting on and removing gloves will be taught. After gloves are removed, hands must be thoroughly washed with soap and water.
- 3.) Surfaces which may be exposed to blood or other body fluids are to be cleaned and treated with a disinfectant solution (1:10 dilution of household bleach).

- 4.) Any vomitus or body fluid on carpeting is to be treated with dry deodorizer followed by hot water extraction.
- 5.) Any potentially infectious waste will be contained and transported in clearly identified heavy impervious material.
- 6.) Wastes which cannot be flushed down the toilet may be disposed of in regular trash pick ups, using a plastic liner in the trash can and a tight fitting lid.
- 7.) Blood and other body fluids may be carefully poured down a drain connected to a sewer system.

Administrators/Teachers/Secretaries/Teacher Aides -

- 1.) If possible, do not handle blood or other body fluids. Call the custodian.
- 2.) If you must handle human body fluids, follow procedure delineated for custodial staff.

Coaches -

- 1.) Athletes are to be provided individual, disposable drinking containers during practices and athletic events.
- 2.) If possible, do not handle blood or other body fluids. However, if you must handle human body fluids, follow procedure delineated for custodial staff.
- 3.) In August, before the start of student athletics/activities, the Activities Director will provide each activity coach/director with a copy of the South Dakota High School Activities Association Policy Regarding Presence of Blood During Interscholastic Contests or Practices.

School employees are directed to adhere to that policy. Any question(s) about the SDHSAA policy will be addressed to the Activities Director.

**SDHSAA - POLICY REGARDING PRESENCE OF BLOOD
DURING INTERSCHOLASTIC CONTESTS OR PRACTICES**

A national concern for the health and safety of all athletes dictates the need to develop policies that relate to infectious diseases such as HIV (Human Immunodeficiency Virus) and/or HBV (Hepatitis B Virus).

Doctors, coaches, athletic trainers and student trainers, who care for students/athletes should employ the universal precautions recommended currently by the Center for Disease Control in the care of all athletes, since medical history and examination cannot reliably identify patients infected with HIV.

All those involved should be cognizant that anytime there is blood present that it be treated with respect regarding its ability to transmit infectious disease, and, therefore, observe the following universal precautions for the athletic setting.

- 1.) Before competing, a student/athlete must cover any open wound on their body. This will reduce the risk of transmission of a blood-borne pathogen from their open wound to the open wound or mucous membrane of another person or vice versa.
- 2.) A student/athlete should render first-aid to himself/herself and cover any of their own wounds whenever possible.
- 3.) When rendering first-aid to others, an individual should wear protective gloves (such as latex surgical gloves) any time blood, open wounds or mucous membranes are involved. The individual should wear clean gloves for each student/athlete treated or when treating the same student/athlete more than one time.
- 4.) If an individual gets someone else's blood on their skin, they should wear protective gloves and wipe the blood off with a disposable towel using an approved disinfectant such as hibstat towelettes.

NOTE: If any blood gets on a uniform during competition or during practice, it is necessary to clean the uniform immediately with soap and hot water before further participation. If at all possible, the uniform should be removed during the cleaning process.

- 5.) If a student/athlete begins to bleed during practice or competition, play must be stopped immediately, the student/athlete who is injured removed and any potentially contaminated surfaces, such as a basketball court, wrestling mat, etc., should be cleaned before the practice session or competition resumes. In wrestling, the mat should then be rinsed with clean water to avoid participants getting the disinfectant in their eyes. The individual doing the clean-up should wear protective gloves.

NOTE: The most appropriate and cost effective disinfectant to clean a contaminated wrestling mat, basketball court, etc. is sodium hypochlorite, commonly known as household bleach, that should be diluted in water (1 part bleach to 10 parts water) which must be prepared daily.

- 6.) A student/athlete who is removed from an athletic practice or contest due to bleeding, must have his bleeding stopped and any wound covered before he/she is allowed to participate in the practice or competition.

If bleeding resumes, the practice or contest must be stopped again and any potentially contaminated surfaces cleaned. It will be up to the discretion of the official in charge of the competition (referee in football, basketball, and volleyball) as to how many times the competition should be stopped due to student/athlete's bleeding before that student/athlete is disqualified from further participation in that contest. For wrestling competition, all bleeding other than a nosebleed, is counted as injury time which by rule, provides a total time not to exceed 2 minutes.

- 7.) An individual who has treated an injury where blood is present or has cleaned a potentially contaminated surface, should wash their hands with soap and hot water or an approved disinfectant such as hibstat towelettes. In all cases, hands must be thoroughly washed after the gloves are removed.
- 8.) Towels which will be used for any purpose by students/athletes, coaches or officials should not be used to clean blood off any potentially contaminated surface. Neither should towels be shared by student/athletes, coaches or officials.

NOTE: Disposable towels should be used in all clean-up. Towels, protective gloves and other materials used in clean-up, as well as any cotton used to stem bleeding, should be placed in a sealed container lined with a plastic bag. Close the plastic bag and discard daily. Do not reuse the plastic bags.

- 9.) If an official or coach should get blood on himself/herself, they should follow the same procedures as suggested for the student/athlete.
- 10.) All coaches, officials and students/athletes should practice good hygiene. Towels, cups and water bottles should not be shared.
- 11.) Wash all soiled uniforms, towels, and other dirty linen in warm or hot soapy water. Use a normal laundry cycle and follow the washer and detergent manufacturer's recommendations.
- 12.) Officials should refrain from cleaning blood spills, as this is the responsibility of the home management.

Adopted:	January 13, 1993
Re-adoption Date:	May 19, 1997
Policy Committee Review:	September 10, 2007
Policy Committee Review:	December 19, 2012
Revised:	November 11, 2013

CRISIS AND EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff. It also strengthens the morale of all concerned to know that preparedness plans exist and that students and staff have been trained in carrying out the plans.

The superintendent will develop and maintain an Emergency Planning Guide containing emergency plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Emergency Planning Guide for the district schools will be the official guide for the district in case of fire, civil emergencies, and natural disasters. Policies and procedures set forth in the guide will be followed by all personnel and students.

Building principals will meet all requirements for conducting fire and emergency drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

Adoption Date:	May 19, 1997
Policy Committee Review:	September 10, 2007
Policy Committee Review:	December 19, 2012

CIVIL DEFENSE
AND
DISASTER PREPAREDNESS PLANS

DAKOTA VALLEY SCHOOL DISTRICT #61-8
NO. SIOUX CITY, SOUTH DAKOTA

"TEACHER'S GUIDE"
FOR EMERGENCY ACTIONS

EMERGENCY TELEPHONE NUMBERS:

- 1.) CIVIL DEFENSE OFFICE - (605) 356-3354
- 2.) SHERIFF'S OFFICE - (605) 356-2679
- 3.) POLICE DEPARTMENT - 911 (non-emergency - 232-3302)
- 4.) FIRE DEPARTMENT - 911 (non-emergency - 232-4286)
- 5.) SUPERINTENDENT - (605) 422 - 3800
- 6.) SCHOOL NURSE - (605) 422 - 3840
(605) 422 - 3820
- 7.) HOSPITALS:
 - Mercy Medical - (712) 279-2066
 - St. Luke's - (712) 279-3141
- 8.) RED CROSS - (712) 252-4081

Compliments of: Civil Defense Education Division
State Department of Public Instruction
Pierre, South Dakota
(605) 773 - 3231

Preface

This GUIDE is being furnished by the Civil Defense Education Division, Department of Public Instruction in cooperation with the South Dakota Civil Defense Office and the Associated School Boards of South Dakota.

In many communities the school is one of the largest buildings available in an emergency. It is often one of the most strategically located buildings with respect to population dispersion. Consequently, the school has a vital role in the local civil defense plans. It is essential that the school civil defense coordinator cooperate with the local civil defense director to insure that the school's plans are developed in harmony with the total community plans.

The foundation of the national civil defense program is at the local level. In the event of attack, there will be no substitute for local government and local civil defense programming as the principal tools for maintaining life during the first few weeks following attack. A local civil defense program requires the cooperation of all community organizations and individuals to be effective. The school has a significant function to perform in this regard.

As a first step, the school system has arranged, through local civil defense officials, to have qualified school facilities licensed as public shelters. The license agreement indicates that the building has been identified and found acceptable as a shelter (i.e., it provides an acceptable level of protection from radioactive fallout and is adequate in terms of space and ventilation) by the National Fallout Shelter Survey conducted by the Office of Civil Defense. This agreement simply means that the school building can be used as a public shelter and that a yellow and black shelter sign has been posted on the front of the building. In reciprocation for this agreement, the Office of Civil Defense provides shelter supplies for the number of persons who could be adequately sheltered in the building. The supplies provided are listed in the following section.

After a license agreement has been entered, the first step in coordinating school plans with the local civil defense program is an inventory of the school buildings and related facilities. Such an inventory is necessary to determine how the school can best fit into the community civil defense program. After this initial step, detailed and specific plans can be worked out by school personnel in consultation with the local civil defense director. The local civil defense director will be aware of state and federal programs to help provide financial and technical assistance in developing additional shelter space.

FALLOUT SHELTER STOCKING

Wheat-based biscuit and carbohydrate supplement: 10,000 calories per shelter space; 14 quarts of stored water per shelter space; steel water containers and plastic liners, convertible when empty to chemical toilets; medical kits for non-professional use; sanitation kits; radiation detection instruments.

It is essential that coordination of the school and community civil defense be carried out within the framework of the school's primary function -- educating children. School buildings remain under the supervision of regular school personnel if disaster occurs while school is in session. Emergency functions must be discontinued as soon as practicable after a disaster or transferred to some other appropriate facility so that school may resume its educational task. This is particularly important because of the psychological and morale-building effect upon the entire community which may be achieved when children are busily at work and active in the usual ways of living.

The school building may be needed to provide shelter for persons from nearby areas. Specific details can be formulated in cooperation with the local civil defense office to meet such conditions.

Another aspect of the school's relationship to the total community is concerned with its contributions to the civil defense preparation of adults. The school building and its instructional facilities can be used as a training center to prepare adults for many types of civil defense services. To maximize the quality of such training, those teachers who express an interest in civil defense activities might be encouraged to enroll in civil defense courses to prepare them to teach adults in the community.

The school has an obligation to keep parents informed about the welfare of their children and to interpret the role of the school to the general public. Communications media used to inform the home regarding normal protection needs can be used for civil defense purposes. When the usual and familiar channels are employed, there is less danger of focusing undue attention on emergency preparations or of developing excessive fear and hysteria. Information can be given in such area as:

- School plans for safeguarding children,
- Contributions of the home in furthering the school program,
- Coordination of the school and community civil defense plans,
- Civil defense preparation in the home, and
- The civil defense concept -- mutual aid and protection

Through the formal avenue of adult education and the informal associations of school personnel within the community, the school can do much to dissipate public apathy toward civil defense and can exert considerable influence toward making citizens better informed about civil defense. This effort, in turn, will lead to more adequate and more effective community civil defense planning.

The people involved, by their action or inaction, may strengthen, weaken, or even nullify the effects of all life-saving measures and devices.

Proper training can help avoid disaster and insure wiser response to emergency. In any case, effective behavior of all building occupants requires a program of continued safety instruction appropriate to administrators, teachers, and pupils. There is no mechanical device that can substitute for an alert, vigilant, and properly instructed teacher in the classroom where boys and girls are being educated. It is recommended that every teacher become thoroughly familiar with the contents of this GUIDE and that students be instructed in its provision.

This GUIDE contains the following:

- A. List of emergency telephone numbers, (See cover);
- B. Major disasters that may occur in South Dakota such as flood, peacetime bomb threat, fallen aircraft, chemical accident, severe windstorm, fire, explosion, earthquake, and war;
- C. Warning signals that will alert students and school personnel to each disaster;
- D. Specific recommendations in the form of seven basic actions:
 - 1.) Stand-by
 - 2.) Go Home
 - 3.) Leave Building
 - 4.) Take Cover
 - 5.) Drop
 - 6.) Convert School

EMERGENCY ACTION PLANS

GENERAL:

- A. Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. Remain calm, size up the situation, and take action based on known facts.
- B. The teacher must keep the register of pupils with him/her at all times in order to take roll in an emergency.
- C. A well prepared and tested plan for prompt and positive actions minimizes injuries and loss of life in a major disaster.
- D. This plan outlines actions which the teacher may be called upon to execute in an emergency.
- E. All school staff members must be thoroughly familiar with the contents of this plan.
- F. In the absence of orders from his/her superiors, each school principal or rural school teacher is authorized and directed to implement plans as described herein; or, take such other action as may, in his judgment, be necessary to save lives and mitigate the effects of disasters. As soon as possible thereafter, he/she shall notify the superintendent's office.
- G. A principal or rural school teacher may implement one or more of these EMERGENCY ACTIONS in coping with a disaster.

Action - STAND-BY:

- A. The WARNING at the school shall be disseminated by public address system or messenger.
- B. Action STAND-BY consists of bringing students into the classroom or holding them in the classroom pending receipt of further instructions.

Action - GO HOME:

- A. The WARNING at the school shall be disseminated by public address system or messenger.

B. Action GO HOME should be considered by the principal only if there is TIME to return students SAFELY to their homes. Notification of parents, by regular radio broadcast or other means, about the early dismissal is an important aspect.

C. Action GO HOME consists of:

1. Dismissal of all classes. (Blizzard conditions may call for partial dismissal.)
2. Return of students to their homes by the most expeditious means.

D. Action GO HOME is appropriate for, but not limited to, the following:

1. Flood Threat
2. Severe Weather Threat
3. Fire
4. Strategic Alert

E. Previous knowledge of homes where all adults work away from home is essential to the protection of elementary school children. Provision for the care of these children should be made in advance of Action GO HOME.

Action - LEAVE BUILDING:

- A. Warning: The warning signal at the school for Action LEAVE BUILDING shall be the Fire Alarm System.
- B. Action LEAVE BUILDING consists of orderly movement of students and staff from inside the building to an outside area of safety.
- C. Action LEAVE BUILDING is considered appropriate for, but not limited to, the following:
 1. Fire
 2. Bomb Threat (peace time)
 3. Chemical Accident
 4. Explosion, or threat of explosion
 5. Other similar occurrences making the school building uninhabitable.

Action - TAKE COVER:

- A. Warning
 1. Enemy Attack - the warning at the school shall be disseminated by Public Address System or messenger.
 2. Other disasters - the warning shall be disseminated by the public address system or messenger.

B. Action TAKE COVER consists of:

1. Taking shelter in a properly prepared shelter in or near the school. (Fallout shelters are marked with distinctive yellow and black signs and are stocked with food, water, medical kits, sanitation supplies, and radiation meters.)
2. If adequate shelters are not available, full utilization will be made of shielded areas within the school building. Every precaution will be taken to minimize the possibility of flying objects such as shattered glass or venetian blinds.

C. Action TAKE COVER is considered appropriate for, but not limited to, the following:

1. Take cover signal
2. Severe weather (short warning)
3. Biological and chemical warfare attacks

Action - DROP:

A. Warning - the warning for this type of emergency is the beginning of the disaster itself.

1. Earthquake - shaking of the earth
2. Surprise Nuclear Attack - tremendous sound and/or intense light

B. Action DROP consists of:

1. Inside School Building -
 - a.) Command "Drop" is given. (Teachers should instruct students to react in the same manner in case the catastrophe occurs while the students are not at school or the teacher is not present.
 - b.) Students and staff immediately take the Civil Defense Protective Position under desks or furniture, with backs to windows.
 - c.) Civil Defense Protection Position means to drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms.

2. Outside -
 - a.) Earthquake:
 - 1.) Command "Drop" is given (reaction already qualified above)
 - 2.) If within a few steps of any object furnishing protection, (tree, ditch, etc.), lie face down putting object between you and the source of light or blast; cover head, face, and as much of the skin surface as possible, close eyes, and cover ears with forearms.
- C. Action DROP is considered appropriate for, but not limited to, the following:
 1. Earthquake
 2. Explosion
 3. Surprise Attack
 4. Windstorm (Tornado)

Action - CONVERT SCHOOL:

- A. Notification: Notification to the school to convert the school will be disseminated by the superintendent's office or other appropriate body.
- B. Action CONVERT SCHOOL means an Emergency Hospital or First Aid Station in a school would have priority over a Congregate Care Center. While school personnel are performing Congregate Care Center tasks, they assist Medical personnel in the operation of an Emergency Hospital or First Aid Station.
 1. During School Hours:
 - a.) Dismissal of all classes
 - b.) Preparation of schools for conversion into an Emergency Hospital, First Aid Station, or Congregate Care Center.
 2. Other Than School Hours:
 - a.) Alerting of school staff
 - b.) Preparation of school for conversion into an Emergency Hospital, First Aid Station, or Congregate Care Center.
- C. Action CONVERT SCHOOL will be implemented only upon request or direction of proper Civil Defense or American Red Cross officials.

FLOOD

- I. WARNING:
 - A. Method: PUBLIC ADDRESS SYSTEM OR MESSENGER
- II. The extent of the flood and the time before it arrives will dictate the course of action to be taken. The principal or rural school teacher may initiate the following Emergency Actions:
 - A. Execute Action GO HOME, or
 - B. Execute Action LEAVE BUILDING, or
 - C. Provide care for students at the school, or
 - D. On official request, execute Action CONVERT SCHOOL.

BOMB THREAT (Peacetime)

In the event of a threat of a bomb within the school, the following will be accomplished:

- I. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING. All school staff and students should evacuate the building immediately, leaving all search procedures up to law enforcement authorities.
- II. Caution all personnel against picking up any strange object. It could be a bomb.
- III. Notify the Fire Department. The telephone number is 911.
- IV. Notify the Police Department (City). The telephone number is 911.
- V. Notify the Sheriff's Office.
The telephone number is (605) 356-2679.
- VI. Notify the Superintendent's Office.
The telephone number is (605) 422-3800.
- VII. Students and staff should not return to the school until the Police Department, Sheriff's Office, or Fire Department Officials declare the school safe.

Cross Ref. (Bomb Threat): School Administrators Handbook - Chapter 24

FALLEN AIRCRAFT

If an aircraft falls near the school, the following will be accomplished:

- I. The principal or rural school teacher will determine which Action, if any should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for direction from a principal or school official.
- II. All students will be kept at a safe distance as a precaution against possible explosion.
- III. If possible, the principal or rural school teacher will determine whether the aircraft is military, commercial, or a private plane.
- IV. Notify the Fire Department.
The telephone number is 911.
- V. Notify the Police Department (City).
The telephone number is 911.
- VI. Notify the Superintendent's Office.
The telephone number is (605) 422-3800.
- VII. Students and staff should not return to the school until the Police Department, Sheriff's Office, or Fire Department officials declare the school safe.

BLIZZARD-SEVERE WEATHER-TORNADO

I. Warning:

Method: PUBLIC ADDRESS SYSTEM OR MESSENGER

The U.S. Weather Bureau can usually forecast severe weather with a high degree of accuracy. If time and conditions permit, Action GO HOME may be implemented prior to an emergency. Local severe weather patterns should be set down and communicated to all staff members, such as what direction windstorms usually come from and what roads will be blocked if a snowstorm comes from what direction.

II. If a tornado or high winds develop during school hours with little or no warning, the following Emergency Actions will be accomplished:

- A. Implement Action TAKE COVER.
- B. Students and staff should be assembled inside shelters or buildings.
- C. Close windows in high winds; open windows for tornadoes.
- D. Remain near an inside wall, on the lower floors if possible.
- E. Evacuate classrooms bearing full force of the wind.
- F. Avoid auditoriums, gymnasiums, and other structures with large roof spans.
- G. Keep tuned to a local radio station for the latest advisory information.
- H. Take roll.
- I. Notify utility companies of any break, or suspected break.
- J. If possible, contact the Superintendent's Office.
- K. Busses should travel at right angles (90%) away from tornado path.

III. If severe blizzard conditions develop during school hours with little or no warning, the following Emergency Actions will be accomplished:

- A. In addition to A-J above, immediate action to conserve fuel and food should be taken, especially if the school does not have a stocked shelter.
- B. Children should not be sent home unless every precaution to insure their safety has been taken.
- C. The principal or rural school teacher will direct other actions as necessary. If possible, all actions will be cleared with the Superintendent's Office.

CHEMICAL ACCIDENT

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases. Should such an accident endanger the students or the staff, the following will be accomplished:

- I. Determine the need to implement Action LEAVE BUILDING.
- II. Determine whether the students and the staff should leave the school grounds.
- III. If appropriate, take action to evacuate the building, and if necessary, the area.
- IV. Move crosswind - never up or down wind - to avoid the fumes.
- V. Maintain control of the students at a safe distance from the hazard.
- VI. Render first aid as necessary.
- VII. Notify the Fire Department. The telephone number is 911.
- VIII. Notify the Police Department. The telephone number is 911.
- IX. Take roll.
- X. Notify the Superintendent's Office.
The telephone number is (605) 422-3800.
- XI. The principal or rural school teacher will direct other actions as necessary.
- XII. Students and staff should not return to the school until the Fire Department officials declare the area safe.

EXPLOSION OR THREAT OF EXPLOSION

In the event of an explosion at the school, or the threat of an explosion, such as those caused by leaking gas or a faulty boiler within a school building, the following will be accomplished:

I. Explosion:

- A. Command DROP is given (reaction already qualified).
- B. If the explosion occurred within the building, or threatened the building, the teacher should immediately implement Action LEAVE BUILDING.
- C. Should the school fire alarm.
- D. Notify the Fire Department. The telephone number is 911.
- E. Notify the Police Department. The telephone number is 911.
Notify the Sheriff's Office.
The telephone number is (605) 356-2679.
- F. Move to an area of safety, and maintain control of students.
- G. Render first aid as necessary.
- H. Fight incipient fires without endangering life.
- I. Take roll.
- J. Notify the Superintendent's Office.
The telephone number is (605) 422-3800.
- K. Notify utility companies of a break, or suspected break.
- L. The principal or rural school teacher will direct further action as required.
- M. Students and staff should not return to the school until Fire Department officials declare the areas safe.

II. Threat of Explosion:

- A. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.
- B. Follow procedures D-M under "Explosion" above.

FIRE

- I. Fire Within School Building: (In the event a fire is detected within a school building, the following will be accomplished):
- A. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.
 - B. Notify the Fire Department. The telephone number is 911.
 - C. Notify the Police Department. The telephone number is 911.
 - D. Maintain control of students at a safe distance from the fire and fire-fighting equipment.
 - E. Render first aid as necessary.
 - F. Fight incipient fires without endangering life.
 - G. Keep access roads open for emergency vehicles.
 - H. Take roll.
 - I. Notify the Superintendent's Office (605) 422-3800.
 - J. Notify utility companies of a break, or suspected break.
 - K. The principal or rural school teacher will determine whether Action GO HOME, or any further action, should be implemented.
 - L. Students and staff should not return to the school until Fire Department officials declare the building safe.
- II. Fire Near School: (If nearby fires pose an immediate threat to the student or to the building, necessary actions should be taken to evacuate the building.) The principal or rural school teacher shall:
- A. Determine whether the students and staff should leave the school building and, if necessary, the school grounds.
 - B. If appropriate, take action to evacuate the buildings and, if necessary, the area.
 - C. Notify the Fire Department. The telephone number is 911.
 - D. Notify the Police Department. The telephone number is 911.
Notify the Sheriff's Office (605) 356-2679.
 - E. Maintain control of the students at a safe distance from the fire.
 - F. Follow procedures H-L under "Fire Within School Building" above.

EARTHQUAKE

Earthquakes usually strike without warning. The following actions, as time permits, will be accomplished:

I. Inside School Buildings:

- A. The teacher, or other person in authority, implements Action DROP (reaction already qualified).
- B. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.
- C. Implement Action LEAVE BUILDING when the earthquake is over. Special consideration should be given to exit routes, as many schools have architectural ornaments over the main entrances. DO NOT RUN, particularly on stairways.
 1. Do not return to buildings for any reason until they have been declared safe.
 2. Guards should be posted at a safe distance from all building entrances to see that no one re-enters the buildings.
- D. Do not light any fires after the earthquake.
- E. Avoid touching electrical wires which may have fallen.
- F. Render first aid if necessary.
- G. Take roll.
- H. Request assistance as needed, through channels, from the county or City Civil Defense Office.
- I. Notify utility companies of any break, or suspected break.
- J. If possible, notify Superintendent's Office (605) 422-3800.
- K. The principal or rural school teacher will determine the advisability of closing the school. If necessary, he/she will try to procure the advice of competent authority about the safety of the building.
 1. In most areas, the initial earth shock is the most severe and subsequent shocks are less intense.

- 2.) In a few areas, there is a historical pattern that indicates subsequent shocks may be more severe than the initial tremor. In areas where this pattern has been noted, it should be considered in determining how long the building should remain unoccupied.

II. On School Grounds:

- A. The teacher, or other person in authority, implements Action DROP (reaction already qualified).
- B. The safest place is in the open. Stay there until the earthquake is over.
- C. Move away from building, trees, and exposed wires.
- D. Do Not Run!
- E. Follow procedures D-J under "Inside School Building" above.

III. On School Bus:

- A. If possible, the bus driver will pull to the side of the road away from any buildings, and issue command DROP when the students are on the bus.
- B. Set brakes.
- C. Turn off ignition.
- D. Wait until the earthquake is over.
- E. Follow procedures D-G under "Inside School Building" as above.
- F. Contact appropriate school official for instructions.

IV. Walking to and from School:

- A. The safest place is in the open. Stay there!
- B. Move away from buildings, trees, and exposed wires.
- C. Do Not Run!
- D. After the earthquake, if on way to school, continue to school.
If on way from school, continue home.

WAR

WARNING

I. Strategic Warning: (Pre-attack)

A. Description and Meaning -

- 1.) This is a notification that enemy-initiated hostilities may be imminent.
- 2.) Dissemination will be by news media - radio, television, and newspapers. (No public warning signals will be sounded.)
- 3.) No estimate can be made of the duration of a STRATEGIC WARNING condition.
- 4.) The warning time may vary from several hours to several days.

B. The following will be accomplished -

- 1.) Prepare to implement Action GO HOME if necessary.
- 2.) Notify the Superintendent's Office.
- 3.) Take the necessary steps to close the school.
- 4.) Notify the appropriate school officials when completed.

II. Attack Warning Signal - (Actual Attack - Take Cover)

A. Description and Meaning -

- 1.) Attack Imminent -
 - a.) Receipt of warning from the North American Air Defense Command (NORAD) through the Office of Civil Defense Warning System.
 - b.) Confirmed information that hostile forces have been detected and are committed to an attack against the North American Continent.

c.) Confirmed information that an allied nation or a United States territory or possession has been attacked with nuclear weapons.

d.) confirmed information that an attack has taken place within the North American Continent.

2.) Dissemination -

a.) (3-5 minute wavering tone) on sirens, or series of short blasts, on a public warning device.

b.) Monitor radio received (EBS).

c.) Bell and lights system.

B. The following will be accomplished -

1.) Execute the Action TAKE COVER.

2.) Turn on the battery-operated AM radio, and tune to the local station that is part of the Emergency Broadcast System for official information and instructions. The local station which is part of the Emergency Broadcast System is KMNS Radio Station at 62 kilocycles on the AM radio dial.

3.) Take precautions to minimize the possibility of persons being struck by flying objects such as glass and venetian blinds.

4.) Make contact with appropriate authorities if the shelter has a civil defense shortwave radio.

5.) If possible, notify the School District, or superintendent's Office, and Emergency Operating Center of action taken.

6.) Take roll.

7.) Plan quiet recreational activities that will relieve tension.

8.) Remain in the shelter until other action is advised or directed by competent authority.

9.) Utilize School and Community Coordination for Civil Defense to organize for the care of students over an extended period.

III. Attention or Alert Signal:

A. Description and Meaning -

1.) Local Emergency Notification -

- a.) To be used to get public attention in times of imminent peacetime emergencies.
- b.) To be sounded at option of local government officials according to local CD-Planning.
- c.) To be activated for "short fuse" types of disaster, such as tornadoes, flash floods, tidal waves, etc., and determined by local officials.
- d.) It shall mean to all persons in the U.S., "Listen for essential emergency information on your local EBS - Emergency Broadcast Station."

2.) Dissemination -

- a.) (3-5 minute steady tone) on public warning device.
- b.) Bell and light system.
- c.) Voice communication system, etc.

B.) The following will be accomplished -

- 1.) Determine the type disaster present.
- 2.) Take proper Action for school system.
- 3.) See situation Action Guide 3 details, (pages 8-20 of this guide).
- 4.) Notify proper officials of action taken.
- 5.) Do follow-up for improved planning.

FIRE DRILLS

A fire drill shall be held in each school building a minimum of four (4) times each school year. The majority of these drills may be held during the months of September, October, April, and May, in order to take advantage of the weather.

Definite instructions will be furnished by the principal to teachers and students as to route and manner of exit during fire drills. Special instruction in fire drill procedures will be given to students the first week of school.

Fire drills will be held with and without warning and will be varied in procedure to give the students the experience of varying fire possibilities. Order, rather than speed, will be stressed in fire drills.

Every teacher will be familiar with the location of fire extinguishers in the building and will be informed regarding the location and operation of fire alarms. Principals will keep a record of all fire drills held in their schools, stating the date the drill was held and the time required for evacuation of the building. These reports will be furnished to the superintendent.

LEGAL REFS.: ARSD Chapter 61:13:13

Adoption Date:	May 19, 1997
Policy Committee Review:	September 10, 2007
Policy Committee Review:	February 27, 2013

EMERGENCY CLOSINGS

The superintendent may close the district schools or dismiss them early when hazardous weather or other emergencies threaten the health or safety of students and personnel. The superintendent may delegate this authority to another staff member in the event of his absence.

Schools will not be closed merely to avoid inconvenience. However, the superintendent may excuse all students from attending school, delay the opening hour, or dismiss students early. The superintendent also has the responsibility to see that administrative, supervisory, and operational activity is continued to the extent possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the superintendent will consider many factors, including the following principal ones that relate to the safety and health of children:

- 1.) Weather conditions, both existing and predicted;
- 2.) Driving, traffic and parking conditions affecting public and private transportation facilities;
- 3.) Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous;
- 4.) Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The superintendent will weigh these factors and take action to close the schools only after consultation with traffic and weather authorities.

Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closing. When schools are closed for emergency reasons, staff members will comply with board policy in reporting for work.

Anytime school is dismissed due to inclement weather, teachers shall not be required to report to their duty stations.

LEGAL REFS.: SDCL 13-8-39, 13-10-2, 13-26,2

Adoption Date: May 19, 1997
Policy Committee Review: September 10, 2007
Policy Committee Review: February 27, 2013

EMERGENCY CLOSINGS AND SCHOOL ACTIVITIES

When hazardous weather conditions arise after the start of the school day, the Superintendent or designee may dismiss school at any time in order to allow the students and staff to travel home safely. In these situations, no activity practices may be held, and all school scheduled events are cancelled for the remainder of the day. Staff members may leave the building 10 minutes after the students have left the building.

In the event that school is cancelled on the night before the school day, or in the early morning prior to the start of the school day; no activity practices or events may be held in the morning. If the weather conditions improve (or didn't materialize as anticipated), the Superintendent may authorize the building principal and Activities Director to permit high school activity practices to be held in the afternoon. Previously scheduled events may also be held if the weather conditions no longer pose an imminent threat to students or staff safety.

Adopted: April 14, 2014

***DAKOTA VALLEY
SCHOOL DISTRICT #61-8***

***CRISIS MANAGEMENT
TEAM GUIDELINES***

August 12, 1993
Revised: July 1, 1995
August 10, 1998
September 12, 1999
August 15, 2001
August 12, 2002
July 8, 2005
August 4, 2006
August 2, 2007
August 10, 2009
July 25, 2012
January 9, 2015

TABLE OF CONTENTS

	Page
Goal/Purpose/Objectives	1
Crisis Team Members and Roles	1
Crisis Intervention Procedures	2
Principal's Role	3
Principal's "Check" List	5
Mandatory All Staff Meeting (Role of Principal and Crisis Management Team)	6
Crisis Management Team Leader's "Check" List	7
Role of Secretarial Staff	8
Teacher's Role.....	9
Teacher's "Check" List	10
Guidance Role	11
Appendix A (The Teacher's Role).....	13
Appendix B (How to Comfort Those Who Grieve)	14
Appendix C (Grief Processing Support Structure)	15
Appendix D (Coping With a Suicidal Death)	16
Appendix E (Stages of Grief)	17
Appendix F (Crisis Situation Media Parameters)	18
Appendix G (Fire Damage).....	19
Appendix H (Tornado Damage).....	20
Appendix I (Bomb Threat).	21
Appendix J (Intruder in the Building).	23

DAKOTA VALLEY SCHOOL DISTRICT #61-8

CRISIS MANAGEMENT TEAM GUIDELINES

Goal -

The following suggested procedures and guidelines are intended to enable the Dakota Valley School District to better deal with the unforeseen tragedies that affect the ordinary functioning of the students, their families, and faculty members in the event of crisis or tragic loss.

Purpose -

To maintain the orderly operation of the school and to meet the needs of students, their families, and staff in the event of a crisis or tragic loss as defined by the Crisis Management Team.

Objectives -

- 1.) To maintain a safe environment for students and staff;
- 2.) To meet the special needs of individual students by working with parents, school staff, community and/or specialists;
- 3.) To communicate with staff, students, parents, and the general public through the most effective and practical methods;
- 4.) To continue effective instruction and carry out established routines, rules, and regulations; and,
- 5.) To present a unified and predictable plan of action by the school in the event of a crisis.

Crisis Team Members and Community Awareness Team Members and Roles -

Superintendent: Coordinating the response of building principals and managing the school's response to the general public and media (see Appendix F, Media Parameters).

Principals: Making sure the crisis procedures are in operation in their buildings and initiating a "chain call" to other Team members when necessary.

Counselors: Working as a team to initiate strategies in the management of the crisis.

Support Staff: Facilitating within the crisis guidelines, support staff may include teachers, school nurses, coaches, clergy, consultants, or other individuals deemed appropriate by the Crisis Team.

Law Enforcement: Initiating investigation, providing security, maintaining order, helping coordinate and assisting the Crisis Team.

Community: Facilitating and coordinating services essential to meet the crisis. Community may include clergy, community agencies, medical, and professional consultants.

CRISIS INTERVENTION PROCEDURES

1.) The Crisis Team will meet to determine the necessity of initiating any or all of the procedures. Local authorities or appropriate individuals may be called in for consultation. Responsibility will be delegated to individual team members at this time.

***** CRISIS TEAM MEMBERS MUST WEAR NAME TAGS
FOR RECOGNITION BY STAFF AND STUDENTS *****

2.) The following pages contain the procedural guidelines for the:

Principal's Ten Step Plan	Page 4-6
Mandatory All Staff Meeting: Role of Principal and Crisis Management Team	Page 8-9
Role of Secretarial Staff	Page 11
Teacher's Six Step Plan	Page 12-13
Role of Counseling Staff	Page 15-16

PRINCIPAL'S ROLE

TEN STEP PLAN TO DEAL WITH CRISIS

Following are **TEN STEPS** the building principal should follow in dealing with the sudden death of a student/staff member. These steps may be modified for other crises.

PRINCIPAL'S ROLE

STEP #1:

Prior to meeting with the entire faculty, meet with the **CRISIS MANAGEMENT TEAM** for the purpose of identifying the agenda to be followed for the day (staff members may be notified if appropriate).

STEP #2:

Identify a team leader who will orchestrate the activities of all the helping persons (and students) over the next several days. This person will be the "hub" of information and, in many instances, may be a counselor.

STEP #3:

Direct a staff member and police to immediately go to the deceased student's locker, remove the contents, and bring the belongings to the principal.

This needs to be completed prior to the students coming to school since, in some instances, students may remove the deceased's property which rightfully belongs to the parents.

STEP #4:

Direct a staff member to pull the deceased student's cumulative folder to determine what other schools the deceased attended. The principal should call the other school(s) and inform them of the event that has occurred.

STEP #5:

Identify a **SUPPORT CENTER AREA** in the building where students may come for support and counseling. Usually this area should be close to the guidance office and/or the main office to facilitate communications between guidance and administrative staff.

STEP #6:

Decide with the **CRISIS MANAGEMENT TEAM** what will be reviewed at the mandatory all staff meeting.

STEP #7:

Prepare an announcement to be read over the PA system to the students or be presented by the principal or counselor.

Note: It is important to have a central spokesperson for all announcements to students. By the time students reach school following a sudden death or suicide, many will have heard differing versions about what happened. The presence of a strong, caring, and supportive authority figure, (i.e., the principal), sharing information during this stressful time is important.

TWO EXAMPLES OF AN ANNOUNCEMENT ARE THE FOLLOWING:

Principal's Announcement (Example):

- 1.) **"I feel saddened by the sudden death of one of our students, (Name). On behalf of the entire faculty and student body, I wish to express our school's deepest sympathy to relatives and friends who knew and loved (Name)."**

Teachers express appropriate feelings that soon return the classroom to normal activities.

- 2.) **"Students, may I have your attention please. Last night, (Name) from our class died. This morning the faculty met to develop a plan to help all of us cope with this sad event. Your teacher has been given some suggestions on how to proceed with classroom activities today. Additionally, there will be special counseling available for any student who feels the need for some extra support. Counselors will be available in (give location) all day. I would like all of us to reflect for a minute in memory of (Student's First Name). (Pause) Your teachers will now spend some time with you in discussion. Thank you for your attention."**

STEP #8:

Direct a staff member to collect funeral arrangement information and to prepare details for student/faculty attendance at the visitation and funeral. When details are final, an announcement should be made to staff and students.

Note: It is important to have faculty members present during the entire visitation period to assist the funeral director in handling distraught children and teens (see Appendix B).

Designate one secretary who will know how to reach the principal throughout the day, so that the principal can respond to any emergency/administrative situations which may develop.

STEP #9:

Call and/or visit the parents as early as possible to express the school's and your condolences. Visiting the parents is encouraged, and the principal should take along a staff member who has been well acquainted with the student.

STEP #10:

Following the deceased student's funeral, begin to bring closure by encouraging teachers to resume regular classroom activities as quickly as is appropriate.

On the day following the funeral, the principal should make the following closure statement to all students and faculty (this is done the day following because many of the deceased student's closest friends will not have returned to school the day of the funeral):

"May I have your attention please. I wish to thank each of you, students and faculty, for the support you have shown each other during the past few days. The example you have shown is a positive and healthy one and provides us the opportunity to work towards strengthening our relationships with each other. Guidance staff will remain available if you should wish to talk with a counselor. (Any additional comments from the family that have been passed on to the principal might be shared at this point.) Thank you for your attention."

PRINCIPAL'S RECOMMENDED "CHECK" LIST

- Arranged and met with Crises Management Team.
- Designated a team leader.
- Arranged for substitute to assist student's classroom teacher.
- Instructed a staff member to remove locker contents from deceased student's locker.
- Designated a counseling support center in building.
- Met with building staff.
- Directed staff member to review student's cumulative folder and notify other school principals as needed.
- Informed students regarding the death.
- Used appropriate avenues of communication to inform parents of all students regarding the death.
- Designated a staff member to collect funeral arrangement information.
- Informed students/staff regarding funeral arrangements.
- Directed a staff member to remove student's name from all mailing lists, including the district's central office.
- Contacted parents to express care and concern.
- Held mid-day meeting with Crises Management Team to assess response activities.
- Contacted clergy who will be conducting funeral services.
- Held after-school staff meeting.
- Met with Crises Management Team at end of day to review day's activities, review list of "high-risk" students, and plan for next day's activities.

MANDATORY ALL STAFF MEETING

(ROLE OF PRINCIPAL AND CRISIS MANAGEMENT TEAM)

Prior to the commencement of school, the principal should have an all staff meeting. Generally, the principal will have approximately fifteen minutes to meet with staff. In addition to the "before school" meeting, it is important to hold an "after school" meeting to discuss the day's events and to talk about any students the faculty has concerns about.

STEP #1:

Principal will announce an immediate all staff mandatory meeting.

STEP #2:

Principal identifies **CRISIS MANAGEMENT TEAM LEADER**. This person will assist the principal in directing staff activities.

STEP #3:

PRINCIPAL AND CRISIS MANAGEMENT TEAM LEADER informs teachers and secretarial staff what is expected of them and reviews accompanying media materials (see Appendix F). Also, all known public facts regarding the students should be shared with the staff.

If death was by suicide, emphasize this tragedy as an "error in judgement". Suicide is a permanent solution to temporary problems. Encourage students to talk about ways to cope with stress.

STEP #4:

Entertain questions from the staff and/or requests staff have at this time.

STEP #5:

Inform staff what announcement will be made to the students and when the announcement will be made.

STEP #6:

Principal announces a mandatory faculty meeting after school to review the day's events. This allows an opportunity to receive feedback from faculty, to answer questions, and to review the next day's expectations.

STEP #7:

Principal informs all staff members that any media presence or requests for information should be immediately directed to the **SUPERINTENDENT** (see Appendix F).

**CRISES MANAGEMENT TEAM LEADER'S
"CHECK" LIST**

- Listed the teachers and staff who will need extra support because of their closeness, etc. to deceased.
- Assigned staff member to classroom where assistance by the teacher has been requested.
- Maintained a list of "high risk" students.
- Organized the building's counseling efforts including grief group(s).
- Assisted in identifying students who were absent and "high-risk".
- Recommended to the principal students who (A) needed to go home or (B) needed additional community mental health resources.
- Reviewed with team all students on "high-risk" list and assigned staff member as a case manager.
- Assisted in organizing staff's role in funeral arrangements including visitation.
- Met with Crises Management team at end of day to update and plan for next day's activities.

ROLE OF SECRETARIAL STAFF

All building personnel are affected during a crisis of a student. Therefore, it is important to inform secretarial staff of their role in dealing with this crisis.

STEP #1:

Secretarial staff should attend the mandatory staff meeting to be informed of the crisis and the plans for the day.

STEP #2:

Secretarial staff should review procedures for handling requests or calls from parents, news media, and others.

Response:

"Hello, Dakota Valley School. How may I help you?" "Questions concerning are referred to the Superintendent's office at 422-3800. Dakota Valley School thanks you for your concern."

- *** Make sure you know to whom you are talking; (Log all calls regarding crisis)
- *** If call is concerning Crisis, refer caller to Superintendent;
- *** If you are not sure how to handle a call or caller, refer to the principal.

STEP #3:

The guidance (or appropriate) secretary, should free guidance staff schedules for the day. Some counselors may direct the secretary to clear their schedules for several days, so they can best respond to this situation.

STEP #4:

Secretarial support staff should give the names of any students they are concerned about to the **CRISIS MANAGEMENT TEAM** leader.

TEACHER'S ROLE

Teachers play a vital role in helping students deal with their feelings regarding the crisis. It is important for teachers to review the information contained in the Appendix.

STEP #1:

Attend all staff mandatory meeting and view the media packet.

STEP #2:

Principal will make an announcement to the students in their classrooms. Teachers will be in their classrooms during the announcement and will openly acknowledge and encourage students feelings of loss, anger, sadness, etc., explain the circumstances of the student's crisis, dispel rumors, and let students know that counseling is available (see Appendix A).

Note: People have differing reactions to grief. One way for the teacher to encourage the students' expressions of grief is to acknowledge your own feelings immediately following the announcement of the crisis. If you are uncomfortable discussing grief, ask for assistance from the Crisis Team Leader.

STEP #3:

Teacher Response following the Principal's Announcement:

"I know it may be difficult for some of us to continue our work today, but our counselors have set aside a special time and place for discussion for those who are troubled by this loss. Students who are feeling troubled by the death of (Name) are encouraged to meet with the counseling staff at (Time and Place)."

Teachers refer individual students who are obviously in need of immediate removal from class to the counselor's office (crying, obviously upset). Always provide an escort.

The teacher then continues to proceed with his/her usual routine for the day.

Reminder: Use only "official account" given by crisis team. Do not vary from the official account!

STEP #4:

Channel names and/or students themselves to the guidance office if they seem high risk, now or as the week progresses (see Appendix A).

STEP #5:

Attend the mandatory after school meeting to allow for expression of feelings and support, review the day's events, compile a list of "high risk" students and assess their individual needs. The Crisis Team members will be available to discuss concerns you may have regarding any of your students.

STEP #6:

Sample Staff Response to visitors:

"We feel saddened by the sudden death of one of our students. We are concerned for our students and staff. Further questions are directed to the Superintendent's office. This hand-out (see Appendix F) will explain the parameters."

TEACHER'S "CHECK" LIST

- Attended the all-staff meeting.
- Requested a substitute to assist so that I could have individual time to console students , visit the deceased student's parents, etc.
- Modeled the classroom discussion by sharing with students my feelings and reactions.

(or)

- I felt I could not lead class discussion and informed the principal or Crisis Management Team leader and requested a team member to lead the discussion.
- Allowed students to go to counseling support center (sent peer or aide to accompany them).
- Kept list of student(s) I thought were "high risk" and gave names to Crisis Management Team leader during and at the end of day.
- Offered colleagues, who were in need of help, any assistance I could give them.
- Attended after-school staff meeting.

GUIDANCE ROLE

The Guidance staff should take the responsibility of gathering information about student/staff reaction to the crisis and act as a "hub of information".

STEP #1:

- A.) Identify school staff who were close to the deceased student and may need extra support (i.e., a teacher who had a special helping relationship with the student, had the student in class, or has a sibling in class).
- B.) Start a list of "high risk" students in need of extra support. These include: close friends of the deceased student, relatives, students in the same activities or clubs as the deceased student, neighbors of the deceased student, students with other stressors (i.e., troubled youth and those who are quiet and withdrawn), students identified by faculty, students identified by other students, "suicidal" students with unresolved grief or loss (i.e., family member has committed suicide, divorce situation, recent moves), and students with "guilt" feelings.

STEP #2:

Guidance staff should briefly meet with all identified "high risk" students and with any students who are referred by staff. Decide what, if any, intervention is appropriate (triage). Options could include: a.) grief supportive counseling with guidance staff; and, b.) grief group. The grief group should automatically be formed the first day, and it may run all day. The focus is on memories of the deceased student and grief work.

STEP #3:

Identify absent and non-enrolled students who may be "at risk" and inform their parents of your concern.

STEP #4:

For students who request to leave school because of their grief reaction:

- A.) Release student to parent or adult designated by parent;
- B.) Let the student know that you expect him/her to return to school the next day; and,
- C.) Check to see if the students return the next day and briefly check with them to see how they are doing. If a student has not returned, contact their parents to check to see how he/she is doing. Offer your assistance to the parent and/or student.

STEP #5:

At the **END OF FIRST DAY, CRISIS MANAGEMENT TEAM** should meet to update themselves and review the list of "high risk" students. Cross students off the list who no longer need monitoring or intervention.

At the **END OF ONE WEEK**, review the status of "high risk" students on the list. Determine which students may need to be referred to community mental health services.

STEP #6:

Discuss the role the guidance staff will provide in the funeral and memorial service. Provide location for students to come following the funeral and/or memorial service.

After the funeral, assist the building staff in moving toward a "business as usual" atmosphere as soon as possible. (An announcement will be made by the principal regarding continued availability of guidance staff.)

STEP #7:

Carefully review with the principal and Crisis Management Team members the memorial requests for the deceased student.

IDEAS AND SUGGESTIONS FOR INDIVIDUAL/GROUP CONTACTS:

(See Appendix B - How to Comfort Those Who Grieve)

(See Appendix C - Grief Processing Support Structure)

APPENDIX A

THE TEACHER'S ROLE (PART A)

Following the death of a student/staff member, those left behind grieve in a variety of ways. This brief hand-out is intended to provide a guide for your use in assisting the students in your classes through the next few days and weeks as they resolve their feelings related to this death.

Normal grief is generally characterized by progression from an initial state of shock and denial, to one of rage and anger, to one of disorganization and despair, and finally to state of acceptance and hope.

In this particular situation, many youngsters may arrive at school already "buzzing" with the news. Rumors will have already started before school convenes, but there will also be many youngsters who arrive today with no knowledge of the deceased student's/staff member's death. Youngsters will be saying, "I just can't believe it!" "Not him/her. It can't be!" "This must be a joke."

(Suicide) Other youngsters will quickly move to being angry. They will want to blame anyone and everyone for the death - other friends, parents, police, teachers, the medical personnel, and finally, themselves.

Guilt will be a feeling many youngsters may experience and want to discuss. In the aftermath of an adolescent death, many youngsters go back and retrace their last encounter with the person who has died and often blow out of proportion small fights that may have occurred which adds to their guilt.

The most important thing teachers can do is to allow some opportunity for student to acknowledge and discuss their feelings. By acknowledging the pain and grief they are experiencing, and reassuring them of the normalcy of their feelings, you help them through the grief process.

(PART B)

The most helpful intervention a teacher can use is to encourage and allow for the expression of feelings related to death. For many of your students this may be their first encounter with death. They will look to you for guidance and modeling. To share with students your own feelings when you were told of the death - your shock, your sadness, your confusion - is valuable. To reminisce about your relationship with the deceased, if you knew him/her is important. Share with students what you will remember about him/her. Discuss possible feelings of guilt or feelings of responsibility. Let students know these feelings are normal. Reassure them that they are not responsible for what happened.

Ask students to be supportive of one another and to escort any friend who is upset, to a teacher or the guidance office. Reassure them that many adults in the building are available to help them. Finally, encourage them to discuss their feelings with their parents.

An excellent way to help students through the grief process is to be an active listener. This technique encourages students to recognize the normalcy of their feelings. Another technique would be letting students write about their feelings and reaction to this event.

APPENDIX B

HOW TO COMFORT THOSE WHO GRIEVE

(CHILD)

- Be There:** Spend time with the child walking, reading, and talking. Spend some time with them away from the group.
- Listen:** Be sure to have good eye contact. Use simple, direct words. Let them be mad or express other feelings.
- Explain Things:** Give information about what's going to happen. Keep any promises made. Be as predictable as possible.

(ADULT)

- Be There:** Attend the funeral, visit, call, and spend time with those grieving. Particularly after the initial attention subsides, bring food, do errands.
- Listen:** Grieving people need to talk about this sudden vacuum in their lives. Allow them to know that you wish to hear about their experiences.
"I'd like to be here with you for awhile if you'd like to talk."
"It's hard to believe that he's gone, isn't it?"
- Send a Note:** Notes can share personal memories, short and simple.
"I'm thinking of you during these painful days."
"I am praying for you during this time."
- Give a Gift:** A collection of poems. A book to the library in memory of the deceased. A donation to a related charity.
- Extend a Invitation:** Consider what the person likes to do.
Eat out? Go to a play? Take a drive? Bereaved people often decline invitations or cancel at the last minute. Don't give up. Ask again. **Don't forget the person after time has passed.**

APPENDIX C

GRIEF PROCESSING SUPPORT STRUCTURE

Some Ideas/Suggestions:

- 1.) "Drop-in Center" all day the first day that news of a sudden death is disseminated.
- 2.) More than one counselor/facilitator is needed in the group at one time; it's also a good idea to have others available for relief purposes.
- 3.) Focus:
 - a.) memories, positive experience with person who died;
 - b.) feeling about the loss;
 - c.) stages of grieving (grief education) - students may bring up spirituality;
 - d.) funeral and services - appropriate behavior/concerns about experience;
 - e.) future - what next?
 - f.) guilt work if needed/some need to focus on causation;
 - g.) family and friend's response (kids often wonder "What can I do? How can I help?", and,
 - h.) identifying others that the students are concerned about (provides them with an opportunity to help, gives them a purpose in crisis, allows them to be part of a larger supportive community response).
- 4.) Avoid focusing on:
 - a.) narcissistic focus on suicidal thoughts, feelings, experiences, if the death was by suicide;
 - b.) constant talk about the actual death (morbid focusing);
 - c.) blame.
- 5.) Bring group to some closure the second day - avoid adding new members (may need to meet others on a one-to-one); probably will focus more on funeral and services.
- 6.) May need to reconvene after funeral for an hour to refocus on grief/loss - bring group to some closure again and offer various resources for on-going support.
- 7.) Remember throughout the course of group process, facilitators need to identify students with chronic problems around the issue of suicide/self-destructive behavior (regardless of the cause of the death) and to assess whether or not these youngsters need to be "pulled" from the group. If the students in question are identified as "chronic manipulative attemptors", they must be removed from the group.
- 8.) The counseling staff may want to consider the possibility of a "neighborhood group" in the evening to reach youngsters at all age levels (checking in with parent(s) to see if there is a need).
- 9.) Finally, we suggest viewing group work as a possibility for the whole system, K-12: death impacts the whole educational community, not just one branch.

APPENDIX D

COPING WITH A SUICIDAL DEATH

The nature of a death by suicide is much different than one by natural causes or an accident. For instance, in suicidal death, many "why" questions are asked which have no rational or medical explanation. For example, friends and relatives often ask "Why did the person kill himself/herself?" and "Why didn't he/she come to me for help?" In suicide, survivors often experience a great sense of guilt and anger. Guilt because they feel they should have been able to help the person, and anger over the fact the suicidal person would abandon them in such a tragic and untimely manner.

It is important in dealing with a suicidal death to be prudent in your responses:

- *** Do not glorify the act of suicide. Stress to the students that suicide is an error in judgment and is a **"permanent solution to life's temporary problems"**.
- *** Do not announce that the death was by suicide when making general public statements. Coroner's medical findings can be legally contested and frequently are in cases of suicide. School personnel should allow the discussion of suicide as the students talk about the death, however, it is not essential that school personnel confirm the death was by suicide. As the students are discussing the nature of the death (which they will do), school personnel should take the opportunity to discuss the subject of suicide and how the students might cope with stress, personal frustration, disappointment, and other severe hardships.
- *** Recognize the tragedy of the event and acknowledge the varied feelings of those grieving.
- *** Memorials should be directed toward symbols of coping and living (i.e., planting of a tree, donations to a crisis hotline, a blood drive).
- *** A return to "normal" school functioning should be encouraged as soon as possible, so as to regain a sense of stability and purpose in the lives of those grieving.

APPENDIX E

STAGES OF GRIEF

Following the death of a fellow student, those left behind grieve in a variety of ways. Although grief is usually described in a series of stages, not everyone touched by the death goes through the stages of grief in the order they are listed below, and not every person goes through every stage. In addition, some people may return to stages an observer may think that person has already passed through earlier.

- 1.) **DENIAL:** "No, it can't be! Not him/her!" This may be mixed with shock or disbelief that the event has actually occurred. Students may spend time confirming the facts with fellow students, hoping to discover that there has been some mistake in the reporting.
- 2.) **ANGER:** "Why him/her? Why not 'Someone Else'?" "Someone Else is always doing bad things. Why not 'Someone Else'?" As the reality of the loss sinks in, there may be blaming of other people for the event having happened. Or, there may be anger at unrelated people and events, a need to rant and rave and be critical.
- 3.) **BARGAINING:** "Dear _____, if you bring him/her back again, I promise I'll be good and never get mad at him/her again." This may be associated with feelings of guilt, where a student wishes to undo earlier interactions with the one who has died, or even make promises that if this event can be undone, the survivor will be a better, different person.
- 4.) **DEPRESSION:** "It's so hard, everything is so hard and nothing seems important anymore." Although survivors have other people for support, they may still feel very much alone and sad.
- 5.) **ACCEPTANCE:** "Well, I don't like what's happened, (sigh), but I can't change anything about it now." This is the culmination of successful grieving when survivors come to grips with the reality of the death.

APPENDIX F

HAND-OUTS FOR MEDIA

Crisis Situation MEDIA PARAMETERS:

- 1.) All media correspondence, news releases, interviews, etc., will be directed to the Superintendent's Office.
- 2.) No students shall be interviewed within the school or the school premises.
- 3.) No faculty shall be interviewed except those who have been designated by the school administration in charge.
- 4.) No cameras will be allowed within the school building.
- 5.) All questions are to be directed to the designated representative in the central office (Superintendent's).
- 6.) All official school district communications will come from the Superintendent's office.
- 7.) All members of the media are asked to show consideration for emotional welfare and educational interests of the students by cooperating with above listed procedures.

APPENDIX G

IN CASE OF FIRE DAMAGE TO THE BUILDING

In Case of Fire Damage to an Individual Building: - All teachers must keep a student class roster with them in order to ensure that all students are accounted for prior to moving to a more secure location which is designated below. Teachers and Para-professional staff will stay with their class at all times unless relieved by an administrator or designee.

- Elementary (~~PK-4~~) students and staff will walk to the High School Auditorium and will remain there until dismissed by the administration. Students with physical limitations, may be transported to the High School Auditorium by designated school personnel in a car, van, or bus, whichever is most expedient.
- Middle School and High School students and staff will go to the football stadium (or elementary school gymnasium) and remain there until dismissed by the administration. Students with physical limitations, may be transported to the High School Auditorium by designated school personnel in a car, van, or bus, whichever is most expedient.

Students may be released to their parents only with the permission of the building administrator, and after notification has been given to the classroom teacher.

APPENDIX H

IN CASE OF TORNADO DAMAGE TO THE BUILDING

In Case of Tornado Damage to an Individual School Building: - All teachers must keep a student class roster with them in order to ensure that all students are accounted for prior to moving to a more secure location which is designated below. Teachers and Para-professional staff will stay with their class at all times unless relieved by an administrator or designee.

- Damage to Elementary School Building – Teachers and Para-professionals should exit the damaged building by the most expedient route, and walk with their class to the High School Auditorium. The students will remain in the high school auditorium under the supervision of their teachers until they are dismissed by the administration or law enforcement officers.
- Damage to the Middle School / High School Building - Teachers and Para-professionals should exit the damaged building by the most expedient route, and walk with their class to the Elementary School Gymnasium. The students will remain in the elementary school gymnasium under the supervision of their teachers until they are dismissed by the administration or law enforcement officers. Students may not go to their vehicles or leave the school premises without permission from the building administrator.
- Damage to both the Elementary Building and the Middle School / High School Building - Teachers and Para-professionals should exit the damaged building by the most expedient route, and walk with their class to the Football Field. Teachers and Para-professional staff will stay with their class at all times unless relieved by an administrator or designee. Students may not go to their vehicles or leave the school premises without permission from the building administrator. As soon as possible, busses will transport the students and staff to the North Sioux City Community Center and will be dismissed to their parents from that location.

Students with physical limitations, may be transported to the High School Auditorium by designated school personnel in a car, van, or bus, whichever is most expedient.

APPENDIX I

BOMB THREAT PROCEDURES

A. PROCEDURES FOR PERSON(S) RECEIVING A BOMB THREAT via PHONE CALL

1. Use the ATF Bomb Threat Checklist and fill in as much of the data as possible while you are on the phone with the caller.
2. After the phone call is terminated - utilizing the same phone line – dial * 69. (This feature identifies the phone number of the last caller.)
3. Make note of the exact phone number from which the call originated.
4. Notify the building principal (or Superintendent in absence of the building principal).

B. PROCEDURES FOR THE BUILDING ADMINISTRATOR / SUPERINTENDENT DO NOT USE WALKIE-TALKIE RADIO'S

5. The building principal will notify the police, (911) and the Superintendent (*Superintendent will notify Board Members*)
6. The building principal or designee will notify the Facilities Director and the Bus Contractor that drivers may be needed to transport students to a safe location.
7. After consultation with the police (and superintendent if possible) the building principal will make a decision based on the following choices.
 - Do nothing
 - Search the building without evacuation of the building.
 - Search the building with a partial evacuation of the building.
 - Search the building with a total evacuation of the building.
8. If the decision involves any evacuation, send a messenger to each room to calmly notify the teacher and students of the need to leave the building immediately. Remind students and staff of the following:
 - teachers to take their grade books / class list with them.
 - to walk calmly to their designated safe area.
 - to take purses with them, but leave books and other items in the room.
 - do not open any lockers or stop in the restroom.
 - students who drive to school may not return to their cars for any reason.
 - make note of anything unusual in the room.
 - do not permit students or staff to use cell phones or electronic devices.

TEMPORARY SAFE LOCATIONS:

Elementary school students will walk to the High School Auditorium
Middle school students will walk to the Elementary School Gymnasium
High school students will walk to the Elementary School Gymnasium

Students with physical limitations, may be transported to the High School Auditorium or Elementary School Gymnasium by designated school personnel in a car, van, or bus, whichever is most expedient.

As soon as busses are available, the students will be transported to the North Sioux City Community Center. Students will remain at the Community Center until a decision has been reached as to dismissing students for the day – or – if they will return to school.

C. PROCEDURES FOR POLICE AND/OR FIRE DEPARTMENT PERSONNEL

9. The police will establish a command center.
10. The police will confer with the fire department personnel, the building principal (and Superintendent if possible) as to the need to search the building (see # 7)
11. If a search of the building is required, the building principal, facilities director and superintendent will cooperate with the police and/or fire personnel in the search of the building.

APPENDIX J

IN CASE OF AN INTRUDER IN THE BUILDING

In Case of an Intruder:

An announcement will be made to have teachers secure their rooms:

1. Lock the classroom door
2. Turn off the lights
3. Place the Green or Red Card in the window by the door and on the outside window
4. Move the students to a location in the room that permits the students to be out-of-sight from anyone looking into the classroom from the hallways
5. Staff and students should remain quiet, as not to alert anyone of their presence.

The law enforcement officers will establish a command center from which they will begin to secure the building and grounds. Staff members must remain in their rooms until they are directed to leave by law enforcement officers, or the administration. When the law enforcement officers have determined that an area is safe for evacuation, individual staff members will be notified as to which safe exit to utilize (windows or doors).

Once students have been evacuated, they will be transported to a safe location. Most likely, the North Sioux City Community Center will serve as the safe location. Students must remain at the safe location, until they are released to their parents, or transported home.

In the event that an act of violence is initiated by the intruder, any student or staff member who is potentially exposed to harm by nature of being in an open area (commons, gymnasium, etc) should move away from the intruder and exit the building as quickly and orderly as possible.

High School and Middle School students/staff should seek cover behind the High School shed, Dogwood Carriage Building, or run to the Elementary School.

Elementary School students/staff should seek cover behind the baseball/softball press box, the Elementary School shed or run to the High School.

BUILDING AND GROUNDS SECURITY

Buildings constitute one of the greatest investments of the school district. It is in the best interest of students and taxpayers to protect that investment adequately.

Security should mean not only maintenance of a secure (locked) building, but also:

- 1.) Minimizing fire hazards.
- 2.) Reducing the probability of faulty equipment.
- 3.) Guarding against the chance of electrical shock.
- 4.) Keeping records and funds in a safe place.
- 5.) Protection against vandalism and burglary.

The superintendent is directed to establish regulations as may be needed to provide for security in the sense outlines above.

Adoption Date:	May 19, 1997
Policy Committee Review:	September 10, 2007
Policy Committee Review:	February 27, 2013

VANDALISM

Buildings and material contents constitute one of the greatest investments of the school district. It is in the best interest of pupils and the taxpayers to protect that investment adequately.

Every citizen, every students, every staff member, and members of the police department are urged by the board to cooperate in reporting any incidents of vandalism to school property and the name(s) of the person(s) believed to be responsible. Each employee will report to the building administrator, every incident of vandalism known to him/her and, if known, the names of those responsible.

The superintendent is authorized to sign a criminal complaint and to press charges and may delegate authority to sign such complaints and to press charges.

Any student found guilty of any form of vandalism or defacement of school property will be disciplined in conformance with school district policy.

Parents and students will be made aware of the legal implications involved. Reimbursements will be sought for all or part of any damages.

LEGAL REFS.: SDCL 25-5-15, 13-32-5

CROSS REFS.: JFC, Student Conduct

Adoption Date: May 19, 1997
Policy Committee Review: September 10, 2007
Policy Committee Review: February 27, 2013

BUILDINGS AND GROUNDS MAINTENANCE

The board will provide schools that are safe from hazards, sanitary, properly equipped, lighted and ventilated and esthetically suited to promoting the goals of the schools.

The superintendent will have direct supervision of the care of the school plant. He/she will be responsible to the board for its adequate maintenance.

Each school principal will have responsibility for the school facility and grounds under his/her charge. Principals will carry on a continuous inspection of all buildings, equipment, playgrounds and playground apparatus to discover conditions that may be dangerous to the health, safety or comfort of the students or staff. The principal will supervise the custodial staff of the school in maintaining an adequate program of school care and maintenance.

Teachers will be responsible for the proper use of buildings, grounds and equipment in the classes that they teach, or in the activities for which they are responsible.

Employees will report promptly to the principal of the school or department head any defects in building, furniture, playground apparatus, or other equipment that might prove injurious to the comfort, health, and/or safety of teachers, pupils, or other persons.

LEGAL REFS.: SDCL 13-24-11

Adoption Date:	May 19, 1997
Policy Committee Review:	September 10, 2007
Policy Committee Review:	February 27, 2013

Security Cameras

The Dakota Valley School District, in an effort to maintain safe and secure buildings, have installed security cameras on the school grounds, buildings and on the school buses.

The video record of the security cameras is for the use of the building administrator, the school liaison officer and other law enforcement officers acting on official business, the superintendent, or designee to maintain a safe and orderly environment.

The video record may be used as evidence in any discipline action and/or legal action that may result of images captured on the video recorder.

The video record remains the property of the Dakota Valley school district and may not be shown or distributed to non-school personnel, students, parents or community members without a court order (subpoena).

Adoption Date:	August 14, 2006
Policy Committee Review:	September 10, 2007
Policy Committee Review:	February 27, 2013
Revised:	June 10, 2013

TRAFFIC AND PARKING CONTROLS

Although school grounds are public property, the board has the responsibility for protecting school property and for assuring the safety of all persons on school grounds. Thus, it has authority to set up controls related to driving and parking on school property, as well as the use of school grounds and facilities by the public.

Because of the hazards of snow machines, recreational vehicles and motorized hobby vehicles, none of these machines will be permitted on school grounds with the exception of those being repaired in shop classes or those which are a part of student instruction by the Dakota Valley School District.

Animals creating health hazards or damage to school grounds and golfers hitting golf balls will not be permitted on school property unless a part of the Dakota Valley curriculum. The city will be asked to take such action as is necessary so that city and state policy may enforce this ruling.

Adoption Date:	May 19, 1997
Revised:	November 10, 2003
Policy Committee Review:	September 10, 2007
Policy Committee Review:	February 27, 2013

MAINTENANCE AND CONTROL OF INSTRUCTIONAL MATERIALS

All instructional materials and equipment of the district will be classified and catalogued according to an acceptable system. Textbooks will be made available to all children in sufficient quantity and at appropriate levels so that they are optimally useful to each child, and so that every teacher can meet both the planned curriculum sequence of the district and the special instructional needs of the children.

All textbooks purchased and in the possession of the district will be district property. Principals will be responsible for textbooks assigned to teachers, and for conducting an inventory of all books at the end of the school year.

Each teacher will keep an accurate record of books issued to their pupils. When a textbook is damaged or lost, the pupil responsible will be required to pay for the damage or another copy.

Every book issued will bear the stamp of the district.

All media materials and equipment will be adequately maintained. Obsolete materials and worn-out equipment will be replaced on a regular basis.

Loan of Textbooks to Non-public Schools -

In accordance with state law, the board shall approve the loan of nonsectarian textbooks to students enrolled in non-public schools in the district, or are engaged in a course of instruction pursuant to SDCL 13-27-3 (Home School)

LEGAL REFS.: 13-34-23, 13-34-24, 13-34-25

Adoption Date:	May 19, 1997
Policy Committee Review:	September 10, 2007
Revised:	May 13, 2013

USE OF SCHOOL EQUIPMENT

Equipment which is the property of the school district shall not be removed from school premises for the personal use of staff or student, unless an appropriate policy or procedures exist.

With the permission of the building principal, and superintendent of schools, staff members and students may remove educational equipment from the premises to be used for school related purposes only.

Adopted on:	July 12, 1993
Amended:	June 20, 1994
Amended:	May 19, 1997
Policy Committee Review:	September 10, 2007
Revised:	July 11, 2011
Revised:	May 13, 2013

DAKOTA VALLEY SCHOOL DISTRICT #61-8

USE OF SCHOOL EQUIPMENT REQUEST

Borrower: _____

Date of Request: _____

From (Location): HS _____ MS _____ ES _____ ADM _____

Type of Equipment: _____

Model #: _____

Serial #: _____

Educational Purpose for Borrowing: _____

Equipment Will be Housed at: _____

Phone: _____

Equipment to be Checked Out On: _____

Equipment Will be Returned On: _____

Building Principal Approval: _____ Date: _____
(Signature)

Superintendent Approval: _____ Date: _____
(Signature)

Board Approval: _____ Date: _____
(Signature)

Adoption Date: May 19, 1997
Policy Committee Review: September 10, 2007
Policy Committee Review: March 27, 2013

STUDENT TRANSPORTATION SERVICES

The major purpose of school transportation is to get students who live an unreasonable walking distance from school, to school and back in an efficient, safe, and economical manner. Other purposes include the provision of transportation for academic field trips in direct support of the curriculum, and transportation for support of the co-curricular program (athletics, music, drama, etc.).

District leased buses will be provided by the board for the transport of students to and from school. However, as it is impractical to transport certain special education students by regular bus, they may be transported by other conveyance. The transportation supervisor, working in conjunction with school principals and under the supervision of the superintendent will be responsible for the day to day operation of the school transportation system and the scheduling and routing of all buses, bus stops and all regulations of the program.

Management of the school transportation program will meet the following criteria:

- 1.) Adequacy: Does the program provide both necessary and sufficient transportation to and from school and for all other school programs?
- 2.) Safety: Does the scheduling and operation of the program take into consideration hazards, potential dangers to pupils, and all appropriate safeguards?
- 3.) Economy: Is the program operated in the most efficient manner possible after considering the constraints imposed by criteria of adequacy and safety?

Evaluation: The school transportation program will be monitored by the principals and the transportation director or their designees and subjected to periodic evaluations by them as necessary.

LEGAL REFS.: SDCL 13-29-12 through 13-29-18,
13-30-1 through 13-30-4
ARSD 24:04:05:27:03

Adoption Date: May 19, 1997
Policy Committee Review: November 12, 2007
Policy Committee Review: March 27, 2013

SCHOOL BUS SCHEDULING AND ROUTING

The transportation director will conduct studies of bus routes to provide the safest, shortest routes that will get all children to school in the most economical way. Routes will be arranged in such a way as to equalize as nearly as possible the length of routes and bus loads, and to provide for the full use of buses. Arrangements will provide each child transportation to school within the prescribed time limits.

When practical, safe, time-saving and economical, transfers may be made from one bus to another. Bus routes will not overlap unless absolutely necessary. When more than one bus travels on an arterial highway, each bus will be assigned a certain portion of the route and all children within this section will ride the bus to which they are assigned.

Buses will not go off the main route to pick-up children. Children will not be put off the bus until reaching their destination.

LEGAL REFS.: SDCL 13-29-2 through 13-29-4

Adoption Date:	May 19, 1997
Revised:	November 10, 2003
Policy Committee Review:	November 12, 2007
Policy Committee Review:	March 27, 2013

SCHOOL BUS SAFETY PROGRAM

In the operation of the district's transportation program, the first consideration will be given to safety.

All buses, except those designed for carrying nine (9) or less passengers, and drivers must meet all federal and state requirements, and the drivers must understand all policies and regulations pertaining to school bus operation. All vehicles used to transport children will be properly maintained to provide safe and efficient transportation service with a minimum of delays and disruptions due to mechanical or equipment failure.

The school superintendent, with assistance from the transportation director, will have the responsibility for developing safety regulations to be followed by the passengers, including rules of student conduct during transportation and at bus stops. It is absolutely necessary that students riding the school buses conduct themselves in an orderly manner and that all safety regulations are observed.

In its effort to maintain a safe and secure transportation system, the school district has installed security cameras on all yellow school buses. (See Policy ECC - Security Cameras regarding the disposition of the video record.)

LEGAL REFS.: ARSD 24:06:01 through 24:06:05
SDCL 13-29-6

CROSS REFS.: EB, Safety Program

Adoption Date: May 19, 1997
Policy Committee Review: November 12, 2007
Revised: June 10, 2013

BUS DRIVER EXAMINATION AND TRAINING

The driver of a school bus is charged with a serious responsibility for the safety of the children in his/her care. It is, therefore, important that school buses only be operated by a properly licensed driver who has passed all examinations prescribed by the statute and the Department of Public Safety.

In application for a bus driver's license and in accordance with state law, each bus driver will be required to have a physical examination every two years.

LEGAL REFS.: SDCL 13-12-76 through 13-12-115

Adoption Dates:	May 19, 1997
Revised:	December 10, 2007
Policy Committee Review:	March 27, 2013

STUDENT CONDUCT ON SCHOOL BUSES

When a child is riding, boarding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary authority to maintain that control.

In view of the fact that a bus is an extension of the classroom, the board will require children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

For safety reasons, the school district has installed security cameras on the yellow school buses.

In cases when a child does not conduct himself properly on a bus, such instances will be brought to the attention of the building principal and transportation supervisor by the bus driver. The video record from the bus cameras may be used as evidence in any discipline action and/or legal action that may result.

The building principal or designee will inform the parents immediately of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

See Policy ECC - Security Cameras regarding the disposition of the video record.

LEGAL REFS: SDCL 13-32-2

Adoption Date:	May 19, 1997
Revised:	November 10, 2003
Policy Committee Review:	November 12, 2007
Policy Committee Review:	March 27, 2013
Revised:	June 10, 2013

STUDENT CONDUCT ON SCHOOL BUSES

Buses are provided for those students whose distance from school, or health make this service essential. Misconduct on buses will not be tolerated and will result in forfeiture of the privileges of riding.

Students are expected to discipline themselves and comply with the instructions of the bus operator. The driver will be in full charge of the bus and the passengers. There must be no disturbance of any kind that might distract the driver and imperil the safety of the passengers.

Students will observe the following rules of conduct while riding school buses:

- 1.) Pupils must be on time at the designated bus stops; the bus cannot wait beyond its regular time schedule for tardy pupils.
- 2.) Pupils must not stand in the traffic lanes while waiting for the bus.
- 3.) Bus riders should not move to board a bus until it is completely stopped and the door is open.
- 4.) Students shall ride on their assigned buses unless directed otherwise by the administration or driver.
- 5.) Students will enter the bus in an orderly fashion and go directly to a seat. Students must stay in their seats and in a sitting position when the bus is in motion.
- 6.) Pupils must occupy the seat assigned to them, if seats are assigned.
- 7.) The same courteous conduct as is expected in the classroom must be observed while on the bus. Ordinary conversation is permitted. Shouting, screaming, smoking, running, fighting, vulgar talk and pushing are not permitted.
- 8.) Pupils must refrain from unnecessary conversation with the driver. His/her job requires their full attention.

- 9.) Bus riders should leave their seats only after the bus has come to a complete stop at their bus stop.
- 10.) Pupils will assist the driver in keeping the interior of the bus clean, sanitary and in orderly condition. Pupils must not throw waste paper or rubbish on the floor or out of the windows of the bus.
- 11.) Pupils will not open or close the windows without the permission of the bus driver.
- 12.) Pupils must not, at any time, put hands, arms, or heads out of the bus windows.
- 13.) All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles of the bus.
- 14.) Any damage to the bus will be paid for by the rider inflicting the damage and will be subject to suspension or expulsion from school.
- 15.) A driver may set additional rules, subject to approval by the director of transportation, if conditions warrant.

Adoption Date:	May 19, 1997
Policy Committee Review:	November 12, 2007
Policy Committee Review:	April 24, 2013

SPECIAL USE OF SCHOOL BUSES

Although the regular transportation of students to and from school will always be given first priority, school buses may also be used to take students to and from school-sponsored activities.

Driving regulations, safety rules, and insurance coverage will be the same for special uses as for regular student transportation to and from school. Regular bus drivers will, whenever possible, be given priority in assignments.

The transportation supervisor will work with the appropriate school administrators to establish regulations governing transportation for special district programs.

LEGAL REFS.: SDCL 13-29-1
32-32-1;32-32-2; 32-32-4

Adoption Date: May 19, 1997
Policy Committee Review: November 12, 2007
Policy Committee Review: March 27, 2013

SPECIAL USE OF DISTRICT MOTOR VEHICLES

The board of education may rent or grant the use of school vehicles belonging to the district for any purpose which the board considers advisable as a community service, for such compensation as the board determines. The use may not interfere with school activities. Any person(s) or public body using such school vehicles is responsible to the school district for any and all damages that may be caused by reason of the use or occupancy. The school district is not liable for any suit for damages which might arise as the result of such use or occupancy.

LEGAL REFS.: SDCL 13-24-20

Adoption Date:	May 19, 1997
Policy Committee Review:	November 12, 2007
Policy Committee Review:	March 27, 2013

STUDENT ALLOWANCES IN LIEU OF TRANSPORTATION

For students eligible pursuant to SDCL 13-30-1 for transportation allowance, should the student not have access to bus service, the transportation allowance will be established pursuant to SDCL 13-30-3.

LEGAL REFS.: SDCL 13-30-1; 13-30-3; 3-9-1

Adoption Date:	May 19, 1997
Policy Committee Review:	November 12, 2007
Policy Committee Review:	March 27, 2013

**OUT-OF-DISTRICT TRAVEL REIMBURSEMENT
Special Education Parents/Guardians**

- I. In the absence of school district sponsored transportation, the district will provide parents/guardians transportation compensation at the rate established pursuant to SDCL 3-9-1. This reimbursement will cover:
 - A.) Parent/guardian transportation of the student to the out-of-district facility;
 - B.) School district and out-of-district facility approved home visits;
 - C.) I.E.P. conferences held at the out-of-district facility;
 - D.) I.E.P. agreed parent/guardian visitations of their child while at the out-of-district facility.
- II. All trips must receive prior approval from the director of special education.
- III. Parents/guardians must complete and sign a reimbursement voucher by the last working day of each month in which expenses are incurred. This may be done in the office of the district director of special education.
- IV. Reimbursement will be made the following month after the first regular monthly board of education meeting.

LEGAL REFS.: SDCL 13-37-8.9, 13-30-3, 3-9-1

Adoption Date:	May 19, 1997
Policy Committee Review:	November 12, 2007
Revised:	August 12, 2013

FOOD SERVICES MANAGEMENT

The board considers the practice of serving food at school primarily a convenience for parents, children, and school management; secondarily, as a means of encouraging good health habits.

The school system will operate a school lunch program in each school, which will be under the supervision of the food service director.

The food service director will cooperate in all essential matters with the building principals and superintendent of the school district for the proper functioning of food services and cleanliness of the facilities.

The responsibility for control of students using the cafeteria will rest with the building principal, who may assign appropriate staff to provide supervisory control.

As required for participation in the National School Lunch Program, the board agrees that "Type A" lunch be made available for student.

LEGAL REFS.: Federal National School Lunch Act of 1946, As Amended)

Child Nutrition Act of 1966 (As Amended)
Commodity Distribution Program
SDCL 13-35-1 through 13-35-5
ARSD 24:03:09:11

Adoption Date:	May 19, 1997
Revised:	November 10, 2003
Policy Committee Review:	November 12, 2007
Policy Committee Review:	July 3, 2013

LUNCH POLICY

ALL BUILDINGS:

Students will be allowed to charge up to \$8.50 against their account. When an account balance is low, students receive a minimum of three (3) reminders to bring lunch money. At the point a student's account balance reaches a negative \$8.50; all purchases will stop.

If a student, who has reached the negative \$8.50 limit, goes through the food service line, he/she will have their tray pulled by the cashier. The student will not be allowed to receive a "Type A" lunch, but will be provided with a cheese sandwich, fruit, vegetable and milk until the student's account balance is positive.

If the student, who is documented to receive a "free lunch" reaches the negative \$8.50 limit, the student will be able to purchase the school's hot lunch, but no extra entrees will be allowed.

Effective Date:	February 24, 1997
Re-adoption Date:	May 19, 1997
Revised:	November 10, 2003
Policy Committee Review:	November 12, 2007
Revised:	August 12, 2013

FREE AND REDUCED PRICE FOOD SERVICES

The district will take part as feasible in the National School Lunch Program and other food programs that may become available for all children in the district to receive proper nourishment.

The Dakota Valley School District will provide lunches and breakfasts where applicable; to students without cost; or at a reduced cost should the students fall under guidelines for participation in the program.

The superintendent will establish regulations that conform with requirements for participation in programs for free and reduced price meals and supplementary food. Such regulations will be reported to the board as needed for its approval.

All financial records of these programs will be kept in a separate account by the business manager.

Adoption Date:	May 19, 1997
Policy Committee Review:	November 12, 2007
Policy Committee Review:	July 3, 2013

**Dakota Valley School District
Wellness and Nutrition Policy**

1. NUTRITION EDUCATION COMPONENT

At each grade level, nutrition education will be offered as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote their health. Nutrition education will be incorporated into the school day as often as possible. The primary goal of nutrition education is to influence students' healthy eating habits.

2. NUTRITION STANDARDS COMPONENT

Student's life-long eating habits are greatly influenced by the types of foods and beverages available to them. Foods of good nutritional content including fruits, vegetables, low-fat dairy foods, and low-fat whole grain products will be available wherever and whenever food is sold or otherwise offered at school during the normal school day.

a. General Guidelines

- Food pricing strategies will be designed to encourage students to purchase nutritional items.
- Procedures will be in place for providing information to families (upon request) about the ingredients and nutritional values of the food served.
- Food and beverages sold on school grounds or at school sponsored events during the normal school day will meet the Healthy Hunger-Free Kids Act (HHFKA) set forth in this document.

b. School Meals

i. Reimbursable Meal

- The school food service program will operate in accordance with HHFKA.
- The school food service program will ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and Part 220.

- The school lunch service will offer varied and nutritious food choices that are consistent with the federal government's HHFKA.
- Menus will be planned with input from students, family members, and other school personnel and will take into account student's cultural norms and preferences.
- Students with special dietary needs will be accommodated as required by USDA regulations.

ii. A La Carte

- A la carte items served with the reimbursable meal will meet the Standards for Food and Beverages set forth in this document (see Policy EFCA).
- School food service department will not sell extra portions of desserts, deep fat fried items, and/or ice cream more than twice a week.

iii. Snack Bar

- Healthy snacks will include fresh, dried or canned fruits (in 100% juice only), vegetables; 1% or skim milk; and whole grains meeting the HHFKA standards set forth in this document (see Policy EFCB).

c. Student Fundraising

- The school district will encourage fundraising activities that promote healthy lifestyles and physical activities, such as walk-a-thons, bike rides, selling healthy foods such as fruit and/or nuts, etc.
- The school district will prohibit food and/or beverage fund raisers from one hour before and one hour after the breakfast and lunch service.

d. Parties & Celebrations

- The school district will provide parents and teachers with a list of healthy party ideas.

e. Vending Machines

- All food and beverages sold during the school hours in the school vending machines will meet the Standards for Foods and Beverages as set forth in this document (see Policy EFCB).

3. PHYSICAL EDUCATION COMPONENT

a. Physical Activity Across the Curriculum

- Opportunities for physical activity should be encouraged in other subject areas such as: math, language arts, science and social studies.

b. Physical Education/Health & Wellness Education

- All K-12 students will have access to regularly scheduled physical education classes throughout the school year. Students with disabilities will be included in the regular physical education class.
- All K-12 physical education and health classes will be taught by certified physical education teachers.
- The physical education & health curriculum should meet the content standards and benchmarks established by the SD Department of Education.
- Student participation in interscholastic or intramural sports will not be substituted for meeting the physical education requirements.

c. Daily Recess

- All K-6 grade students will have at least 20 minutes a day of supervised recess, preferably outdoors (weather permitting), during which students are encouraged to engage in physical activities.
- During times of extended inactivity (mandatory state testing, etc) the students will be provided periodic breaks at which time they are encouraged to stand and be moderately active.

d. Pre & Post School Opportunities

- An interscholastic sports program will be offered for boys and girls in the 7th through 12th grades.

- The school district will make every attempt to offer activities that meets the needs, interest, and abilities of all students.
- The school district will make every attempt to ensure that the school buildings are accessible to the students before and after school for supervised activities.
- The school district will encourage its students to participate in community or club activities.

4. REWARDS AND INCENTIVES

- School personnel will not use physical activity, such as running laps or push-ups as punishment during the academic school day.
- School personnel will not withhold students from physical education classes as a punishment.

5. SAFE TRANSPORTATION TO & FROM SCHOOL

- The school district will provide bus transportation to and from school for its students who live outside of the normal walking distance from school.
- School district bus drivers will attend training sessions as required by the State Transportation and Safety Department.
- The school district bus contractor will conduct annual bus safety instructions for students in grades K-6 within the first 30 days of school.

6. COMMUNITY USE OF SCHOOL FACILITIES

- The school facilities will be available to students, staff, and community members before and after the normal school hours in compliance with School Board Policy KG-E-R (Facility Use Policy Guidelines)

7. PROFESSIONAL DEVELOPMENT

- The school district will encourage its teaching staff to enroll in graduate level professional development classes.
- The school district will provide in-service and professional development opportunities for staff members throughout the school year.

8. ONGOING WELLNESS COMMITTEE

- The school district will organize a local wellness committee comprised of parents, teachers, administrators, food service personnel, health providers and students to plan, implement, and improve nutrition education, physical education, and health education within the school environment.
- The Wellness Committee will meet periodically to review and evaluate the current wellness policy.

Wellness Committee Approval: May 17, 2006
Board Policy Approval: July 10, 2006
Policy Committee Review: November 12, 2007
Revised: August 12, 2013

**Standards for Food and Beverages
Food Service Guidelines**

1. BEVERAGES:

- a. 100% fruit juice and vegetable juices and limit portion size to 4 - 16 ounces.
- b. Water (non-carbonated) and flavored water without added sugar, or caffeine.
- c. Non-carbonated drinks with fewer than 20 grams of carbohydrates per 8 oz. (except in item (a)).
- d. Skim milk or 1% milk in portion sizes of 8 - 16 ounces.
 - i. Flavored milk (chocolate or strawberry), low fat, or skim may be offered in up to 12 ounce serving sizes with no more than 36 grams of sugar in a 12 ounce portion.

2. GRAINS:

- a. Whole Grains which meet the USDA Nutrient Guidelines
- b. Limit total calories from fat to no more than 30%
- c. Limit total calories from saturated fat to no more than 10%
- d. Limit the amounts of trans fats

3. FRUITS AND VEGETABLES:

- a. Offer fruits and vegetables prepared/packaged without added fat, sugar, or sodium
- b. Recommend that students select ½ cup serving sizes of fruits and vegetables.
- c. Offer additional fruits and vegetables to help students reach the recommended 5 - 9 servings per day.
- d. Offer a variety of fruits and vegetables, especially colorful ones
- e. Low-fat dips and sauces may be served on the side to make foods more appealing.

4. A LA CARTE ENTREES AND SIDE DISHES:

- a. Offer meat/meat substitutes in portions no greater than 3 ounces with 5 grams of fat per ounce or less.
- b. Offer non-fat and low-fat yogurt in portion sizes of 8 ounces or less.
- c. Limit ice cream and frozen desserts to portion sizes of 4 ounces or less.
- d. Recommend that students select nut butters in portion sizes of 2 - 4 tablespoons.
- e. Recommend that students select cheese in portion sizes of 1 - 2 ounces.

5. CONDIMENTS AND MISCELLANEOUS:

- a. Offer salad dressing containing no more than 6 - 12 grams of fat per ounce.
- b. Remove salt shakers from lunch tables.

Wellness Committee Approval: May 17, 2006
Board Policy Approval: July 10, 2006
Policy Committee Review: November 12, 2007

**Standards for Food and Beverages
Snack Bar / Vending Machine Guidelines**

Only the following items may be served in the Food Service Snack Bar.

BEVERAGES

1% or Skim Milk
100 % Fruit/Vegetable Juice
Plain Water
Flavored Water (w/o sugar or caffeine)
Non-carbonated drinks
(with fewer than 20 carbohydrates per 8 oz.)
Low-calorie Flavored Water
Other Low-calorie Drinks

NUTS & SEEDS

Dry Roasted Nuts
Trail-Mix (plain)
Nuts & Seeds
(with/without spices)
Corn Nuts

DRIED FOODS

Beef /Turkey/ Buffalo Jerky

Dried Fruit

FRESH FOODS

Fresh Fruits (all varieties)
Fresh Vegetable (all varieties)

SNACK CHIPS

Baked Potato/Vegetable Chips
Graham Crackers
Peanut Butter & Crackers
Pretzels

CEREAL / SNACK BARS

Dry Cereals (that meets National Nutrition Standards)
Kellogg-Special K Cereal Bar
Nature Valley-Granola Bars
Quaker - Breakfast Squares
Animal Crackers

PRE-PACKAGED SNACK CAKES

Little Debbie Low Fat Snack Cakes

DAIRY PRODUCTS

String Cheese
Low-fat Yogurt (w/o sugar added)
Ice Cream (4 oz. or less per serving)

Wellness Committee Approval: May 17, 2006
Board Policy Approval: July 10, 2006
Policy Committee Review: November 12, 2007

**PRINTING AND DUPLICATION SERVICES
REPRODUCTION OF COPYRIGHT MATERIALS**

Works Protected by Copyright

Copyright protection extends to literacy works, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic, and sculptural works, motion pictures and all other audiovisual works.

Unpublished works by U.S. and foreign authors are protected by the new copyright statute, as are published works by U.S. authors. The published works of foreign authors are subject to copyright under certain conditions, including coverage under national treaties such as the Universal Copyright Convention.

U.S. government works are excluded. Works produced for the U.S. government by its office and employees are not subject to copyright.

District Procedure

Copyright materials, be they print or non-print, will NOT be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received.

The board does not sanction illegal duplication in any form. Employees who willfully disregard the district's copyright position are in violation of board policy and the law and assume all liability and responsibility related thereto.

Guidelines shall be developed and made available to all employees of the district to ensure the fair use of copyright work.

The principal of each school site is responsible for establishing practices which will enforce this policy.

LEGAL REFS.: PL 94-553 Copyright Law

Adopted On: April 19, 1993
Re-adoption Date: May 19, 1997
Revised: August 12, 2013

PRINTING AND DUPLICATING SERVICE/COPYRIGHT MATERIAL

Employees and students are to comply with copyright law (Title 17 of the United States Code, titled "Copyrights") and related legislation. The following guidelines summarize the key provisions of Title 17 of the United States Code and other federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

- Unlawful copies of copyrighted materials may not be produced on district-owned equipment.
- Unlawful copies of copyrighted material may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.
- Employees who make or use copies of copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide, upon request, the justification under sections 107, 108 or 110 of USC 17 for materials that have been used or copied. Sections 107, 108 and 110 of the Copyright Act deal with the exemptions from copyright commonly known as "fair use." Under the fair use doctrine, reproducing materials for such purposes as criticism, comment, news reporting, teaching, scholarship or research is permissible without formal authorization from the copyright holder. For duplicating or changing a work to fall within the bounds of "fair use", all four of these standards must be met:
 - **The purpose and character of the use.** The use must be for such purposes as teaching or scholarship.
 - **The nature of the copyrighted work.** Published factual or nonfiction materials that are important to the educational objectives are more acceptable to be copied than unpublished works or highly creative works such as art, music, novels or other fiction works, films or plays.
 - **The amount and substantiality of the portion used.** Copying the whole of a work cannot be considered fair use; copying a small portion may be considered fair use if following the guidelines for Books and Periodicals, Printed Music, Television, and/or Multimedia as outlined herein.

- o **The effect of the use upon the potential market or value of the copyrighted work.** If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

1) As technology changes the way creative works are published and distributed, the courts have worked to keep up with interpreting the law to establish a fair balance between the rights of creators, publishers, and consumers. The following guidelines for works in a variety of formats have been established by agreements between authors, publishers, and the general public and help to clarify what constitutes fair use. Teachers and students should obtain permission from the copyright holder or from a clearinghouse such as the *Copyright Clearance Center* for any use of copyrighted material that does not fall clearly within these fair use guidelines.

BOOKS AND PERIODICALS

1. Single copying for teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a) A chapter from a book;
- b) An article from a periodical or newspaper;
- c) A short story, short essay or short poem, whether or not from a collective work;
- d) A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

2. Multiple Copies for Classroom Use

Multiple copies (not to exceed one copy per pupil in a course) may be made by or for the person teaching the course for classroom use or discussion provided that:

- a) the copying meets the tests of brevity and spontaneity as defined below; and,
- b) the copying meets the cumulative effect test as defined below; and
- c) each copy includes a notice of copyright

Brevity

- 1) Poetry: a complete poem if less than 250 words OR an excerpt of not more than 250 words if from a longer poem.

- 2) Prose: a complete article, story or essay if less than 2500 words or, if longer, an excerpt of not more than 1000 words or 10% of the work, whichever is less.

The allowable section may be expanded to permit the completion of an unfinished line of a poem or an unfinished prose paragraph.

- 3) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- 4) "Special" works: For shorter works, such as children's picture books, that are less than 2500 words in their entirety an excerpt of two pages and containing not more than 10% of the text may be reproduced.

Spontaneity

- 1) The copying must be at the request of the individual teacher.
- 2) The decision to use the work and the time it needs to be used for maximum teaching effectiveness are so close in time it is unreasonable to expect a timely reply to a request for permission to copy.

Cumulative Effect

- 1) The material is copied for only one course in the school.
- 2) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than 3 from the same collective work or periodical during one semester.
- 3) No more than 9 instances of multiple copying for one course during one semester.

Limitations in items 1 and 3 do not apply to current news periodicals and newspapers.

- d) Copying to create or replace or substitute for anthologies, compilations, or collective works is prohibited.
- e) Copying works intended to be "consumable" in the course of study or teaching, including workbooks, exercises, standardized tests and test booklets and answer sheets is prohibited.

- f) Copying shall not:
- substitute for the purchase of books, publishers' reprints, or periodicals
 - be directed by a higher authority
 - be repeated for the same item by the same teacher from semester to semester.
- g) The student may not be charged more than the actual cost of the photocopying.

PRINTED MUSIC

1. Permissible Uses

- a) Emergency copying to replace purchased copies that are not available for an imminent performance is permissible providing replacement copies are purchased as soon as possible.
- b) Copying for academic purposes other than performance is acceptable as long as the copied excerpts do not comprise a part of the whole that would constitute a performable unit such as a section, movement, or aria. In no case can more than 10% of the whole work be copied. The number of copies shall not exceed one per student.
- c) Printed copies which have been purchased may be edited or simplified as long as the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- d) A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the school or individual teacher.
- e) A single copy of a recording of copyrighted music may be made from a recording that is owned by the school or teacher for the purpose of constructing listening exercises or examinations and may be retained by the school or teacher.

2. Prohibitions

- a) Copying to create or replace or substitute for anthologies, compilations or collective works is prohibited.
- b) Copying of or from works intended to be "consumable" such as workbooks, exercises, standardized tests and answer sheets, etc. is prohibited.
- c) Copying for the purpose of performance is prohibited (except as in 1a above).
- d) Copying to avoid purchasing the music is prohibited, except as in 1a and 1b above.
- e) Copying without including the copyright notice that appears on the printed copy is prohibited.

TELEVISION

1. Recording from broadcast networks (e.g. ABC, NBC, CBS, PBS)

Unless otherwise specified by the individual network, the following limitations apply:

- a) The recording may be retained for no more than 45 consecutive calendar days after the date it was recorded.
- b) The recorded program must be used in face to face teaching within the first consecutive 10 school days following the date it was recorded.
- c) Programs may only be recorded at the request of, and used by, individual teachers. No broadcast program may be recorded more than once at the request of the same teacher, regardless of the number of times the program is broadcast.
- d) A limited number of copies may be reproduced to meet the legitimate needs of teachers under these guidelines. Each additional copy is subject to the provisions regarding the original recording.
- e) After the first 10 consecutive schools days, the recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes, i.e., to determine if the program should be purchased for use in the regular teaching curriculum.
- f) Recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be combined or merged to create teaching anthologies or compilations.
- g) All copies of off-air recordings must include the copyright notice on the broadcast program.

2. Recording from cable networks

Cable networks often allow recordings to be kept for a longer period of time. Consult the *Cable in the Classroom* website for the retention period for programs recorded from cable networks.

3. Commercial video recordings

Commercial video recordings sold or distributed for home use must be used for instructional purposes to qualify for the "fair use" exemption. For use to be considered instructional, video recordings

- a) must be presented by teachers or students and
- b) must be part of face-to-face teaching and an integral part of the unit being taught and
- c) must be shown in a classroom, library, or similar place of instruction in a nonprofit educational institution.

Any other display of a copyrighted video recording in "a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family or its social acquaintances is gathered" is considered a public performance and requires public performance rights. Public performance rights may be purchased through sources such as *Movie Licensing USA*.

MULTIMEDIA

Portions of lawfully acquired copyrighted works (obtained through lawful means such as purchase, gift or license) may be incorporated into educational multimedia projects for curriculum-based instruction and student projects for a specific course, subject to certain restrictions.

1. Permitted Uses

Educators may perform and display their educational multimedia projects, in the course for which they were created, in curriculum-based instruction to students:

- a) for face-to-face instruction;
- b) for students' directed self-study; and
- c) so long as the technology limits access and prevents the making of copies of copyrighted material, over the educational institution's secure electronic network for instruction to students at remote sites enrolled in curriculum-based courses (in real time or for after class review or directed self-study).

Students must be advised that they may not copy the educational multimedia project.

Teachers may perform or display the projects in presentations to peers at workshops and conferences. Students may perform or display their educational multimedia projects for educational uses in the course for which they were created, and may use them in their portfolios as examples of their academic work.

2. Time Limits

Teachers may use their educational multimedia projects for teaching courses, for a period of up to two years after the first instructional use with a class. Thereafter, permission is required for each copyrighted portion incorporated in the project. Student's use of his or her own project is limited to the course for which it was created and to later portfolio use.

3. Portion Limits

These limits, "in the aggregate" (i.e., on the amount that may be copied from a single copyrighted work), apply cumulatively to each educator's or student's multimedia project for the same academic semester, cycle or term.

Motion media: Up to 10% or 3 minutes, whichever is less, in the aggregate.

Text: Up to 10% or 1000 words, whichever is less, in the aggregate. An entire poem of less than 250 words may be used, but not more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used, but no more than three excerpts by a poet, or five excerpts by different poets from a single anthology.

Music, lyrics, and music video: Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the music is embodied in copies, or audio or audiovisual works. Any alterations to a music work shall not change the basic melody or fundamental character of the work.

Photographs and illustrations: An entire work may be used but no more than 5 images by an artist or photographer, and no more than 10% or 15 images, whichever is less, from a published collective work.

Copyrighted database or data table: Up to 10% or 2500 field entries (items of information in a record of a database, such as name or social security number) or cell entries (intersections where a row and column meet on a spreadsheet), whichever is less.

4. Limits on Copying and Distribution

For educator and student uses, only two "use copies" may be made, only one of which may be placed on reserve (see paragraph 1 above). An additional copy may be made for preservation purposes, but may be used or copied only to replace a lost, stolen or damaged use copy. Each principal creator of a jointly created project may retain one copy, for the uses permitted educators and students. Further use requires permission for all copyrighted works incorporated in the project. Educators and students who anticipate their work may be more broadly disseminated are advised to seek permissions during the development process.

5. Notices of Attribution, Acknowledgement and Use Restrictions

Teachers and students should credit sources (identify the work's source, including where available the author, title, publisher, and date and place of publication) display copyright information (copyright notice, year of first publication, and name of copyright holder) if shown in the original source, for all works incorporated into an educational multimedia project. Such information may be combined and shown in a separate section of the project, except that for images incorporated into the project for permissible remote instruction, credit and copyright information must be attached to the image file and appear on the screen when the image is viewed. If displaying credit and copyright information would conflict with instructional objectives (e.g., would provide answers to examination questions), the information may be linked to the image in a manner compatible with the instructional objectives. Alterations to incorporated portions of copyrighted works may be made only to support specific instructional objectives, and teachers and students are advised to note if any such alterations have been made. Teachers and students must include on the opening screen of their multimedia project and on any accompanying print material a notice that certain materials are included under the fair use exemption of the U.S. Copyright Law and have been prepared according to the educational multimedia fair use guidelines, and are restricted from further use.

ONLINE VIDEO SHARING

The Center for Social Media at the American University School of Communication published the Code of Best Practices in Fair Use for Online Video guidelines in May 2009. These Best Practices are intended to help creators, online providers, copyright holders, and others interested in the making, sharing, and posting of online video interpret the copyright doctrine of fair use.

The Sioux Falls School District recommends that teachers and students posting and sharing video online observe the six uses of licensed video that the Center for Social Media believes fall under fair use.

1. Commenting on or critiquing copyrighted material

As long as the use is not so extensive that it ceases to function as critique but instead becomes a substitute for the work itself, segments of copyrighted material can be "quoted" in new video recordings.

2. Using copyrighted material for illustration or example

For instance, clips from Hollywood films might be used to demonstrate changing American attitudes toward race or a news clip of a politician speaking may reinforce an assertion.

3. Capturing copyrighted material incidentally or accidentally

For instance, when recording a video, songs playing on the radio or television shows playing in the background may inadvertently be recorded. The video maker should be sure that the use is not so extensive that it becomes the primary focus of interest and that, where possible, the material is properly attributed.

4. Reproducing, reposting, or quoting in order to memorialize, preserve, or rescue an experience, an event, or a cultural phenomenon

For instance, someone may record their favorite performance or document their own presence at a rock concert. Someone may post a controversial or notorious moment from broadcast television or a public event. Fair use reaches its limit when the content is reproduced in amounts that are disproportionate for purposes of documentation, or in the case of archiving, when the material is readily available from authorized sources.

5. Copying, reposting, and recirculating a work or part of a work for purposes of launching a discussion

The purpose of copying and posting the video needs to be clear so that the viewer knows that the intent of the poster is to spur discussion.

6. Quoting in order to recombine elements to make a new work whose meaning comes from the relationships between the elements

Mashups (combining different materials to compose a new work), remixes (re-editing an existing work), and music videos all use this technique of recombining existing material. This kind of activity is covered by fair use to the extent that the reuse of copyrighted works creates new meaning by juxtaposition. Fair use will not apply when a copyrighted song is used in its entirety for a newly created video simply because the music evokes the desired mood.

LICENSES AND CONTRACTS

Teachers and students should determine whether specific works or data used are subject to licenses or contracts, which are not superseded by fair use principles.

- Liability for willful infringement rests with the person initiating the duplication of copyrighted materials.
- Employees who use copyrighted materials that do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:
 - The materials have been purchased from an authorized vendor by the individual or district and a record of the purchase exists.
 - The materials are copies covered by a licensing agreement between the copyright owner and the district or the individual employee.
 - The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

LEGAL REFS.: Federal Regulations PL 94-553

Adopted On: April 19, 1993
Re-adoption Date: May 19, 1997
Revised: July 8, 2013

**Acceptable Network and Internet Use Policy
Dakota Valley School District**

I. Introduction

The Children's Internet Protection Act (CIPA), 47 U.S.C. §254(h) (5) require public schools to implement certain measures and actions to ensure that students are restricted from accessing inappropriate materials online using school-owned computers. This District's Acceptable Network and Internet Use Policy (hereinafter "AUP") is intended to set forth the specific obligations and responsibilities of all users, including students and staff, who access the District's Network, and to ensure such use complies with the CIPA requirements.

"Network" is defined as any and all District owned computers, servers, hardware or software, the District's local area network, wireless access points, the Internet, Internet 2, the District intranet, email, chat rooms, other forms of direct electronic communications or other communications equipment provided by the District regardless of the physical location of the user. This AUP applies even when District provided equipment (laptops, tablets, etc.) is used on or off premises of District property.

II. Acceptable Use

The Network may be used only as a tool to support and advance the functions of the District as well as its curriculum and educational programs. Access to the District's Network is a privilege and not a right. Users of the Network are responsible for their behavior and communications over the Network and access to Network services will be provided only to those staff and students who agree to act in a considerate and responsible manner and in accordance with the District's Internet Safety Policy and this AUP.

Students may use the Network only in support of educational activities consistent with the educational objectives of the District. Faculty and staff may use the Network primarily in support of education and research consistent with the educational objectives of the District.

Faculty and staff may access the Network for limited personal use but not for any commercial or business use; however, such personal use may not violate any applicable rules and regulations or applicable administrative procedures or interfere with job performance. Use of the Network must be in compliance with applicable laws, including all copyright laws and all materials on the Network should be presumed to be copyrighted.

All members of the staff who wish to use the Network must sign this AUP whenever requested by the District, to confirm that the staff person has read and understands this policy and agrees to abide by it. Each student must sign this AUP upon enrollment in each building; grades PK-4, 5th-8th and 9th-12th to confirm the student has read and understands this policy and agrees to abide by it. Students who are under 18 must have their parents or guardians sign this AUP and submit it to the District.

III. Network Etiquette

Users are expected to abide by generally accepted rules of network etiquette (netiquette). These include but are not limited to:

- A. Be polite. Do not send or encourage others to send messages that are abusive or otherwise fall in the definition of Prohibited Use in Section IV.
- B. Use appropriate language. Remember you are a representative of your school on a non-private network. You may be alone on a computer but what you write can be viewed around the world. Do not swear, use vulgarities or any other inappropriate language.
- C. All communications and information accessible via the Network should be considered school district property that you cannot appropriate for your own use without appropriate attribution and consent.

IV. Prohibited Use

The District reserves the absolute right to define prohibited use of the Network, adopt rules and regulations applicable to Network use, determine whether an activity constitutes a prohibited use of the Network, and determine the consequence of such inappropriate use. Prohibited use includes but is not limited to the following:

- A. Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
- B. Criminal activities that can be punished under law;
- C. Altering system software or hardware settings that hamper the use of equipment.
- D. Users will not install software not previously approved by the Technology Department.
- E. Selling or purchasing illegal items or substances;
- F. The unauthorized collection of email addresses ("harvesting") of e-mail addresses from the Global Address List and other District directories;
- G. Obtaining and/or using anonymous email sites; spamming; spreading viruses;

- H. Circumvention of the District's Technology Protection Measure/filter to access blocked sites;
- I. Disclosure of minors' personal information without proper authorization;
- J. Students' disclosure of personal information such as the student's name, address, phone number, password or social security number, to other users when engaging in online activities including but not limited to chat rooms, email, social networking web sites
- K. Causing harm to others or damage to their property, such as:
 - 1. Using profane, abusive, or impolite language; threatening, harassing, bullying or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 - 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 - 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 - 4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
 - 5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
- L. Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:
 - 1. Using another's account password(s) or identifier(s);
 - 2. Interfering with other users' ability to access their account(s); or
 - 3. Disclosing your own or anyone's password to others or allowing them to use your or another's account(s).
- M. Using the network or Internet for Commercial purposes:
 - 1. Using the Internet for personal financial gain;
 - 2. Using the Internet for personal advertising, promotion, or financial gain; or
 - 3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

V. Off-Premise Use of Network

Students under the age of 18 should only access District-assigned email accounts and/or other Network components including but not limited to school-assigned computers such as laptops, tablets or e-readers off of District premises if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's off-premise use of the Network and ensuring such use complies with this AUP. Use of personal email accounts is not allowed during the school day.

VI. Disclaimer

Content filtering and logging have been established to monitor any and all computer activity on district provided computers and networks. No right to privacy shall be construed, nor do academic freedom issues necessarily apply.

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the Network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

VII. Enforcement

Prohibited use of the Network may, for students, result in disciplinary action up to and including suspension or expulsion from school or, for employees, suspension or termination of employment. Where circumstances warrant, prohibited use of the Network may be referred to law enforcement authorities.

When a school administrator has a reasonable belief that a student has violated a school rule, policy or the law, and there are facts and inferences that would cause a reasonable person to suspect that a search of the student's personal technology device(s) will reveal evidence of a violation of said school rule, policy or the law, the administrator shall have the authority to search such device, provided that the scope of the search relates to the suspected violation giving rise to the reasonable suspicion.

Adopted:	March 13, 1996
Revised:	May 19, 1997
Revised:	September 9, 2002
Policy Committee Review:	November 12, 2007
Revised:	August 13, 2012

Network Acceptable Use Policy (AUP)

Student / Parent Acknowledgment

This form is used to acknowledge receipt of, and compliance with, the Dakota Valley School District Acceptable Use Policy (AUP). I understand that acceptance of this policy is mandatory for access to the Dakota Valley School network and network privileges.

Procedure

1. Read and understand the Acceptable Use Policy (File: EHAB)
2. Sign and date in the spaces provided below.
3. Return this page only to the School Office.

By signing below, I agree to the following terms;

Student Agreement: I understand and will abide by the Dakota Valley School District Acceptable Use Policy (AUP). I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked; school disciplinary action may be taken and/or appropriate legal action as required by local, state and federal statutes.

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Parent Agreement: As a parent or guardian of this student, I have read the Acceptable Use Agreement (AUP). I understand that access is limited to educational purposes, but that it is impossible for Dakota Valley to restrict all controversial material acquired on the network. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

PLEASE SIGN AND RETURN THIS PAGE TO THE SCHOOL

Adopted:	March 13, 1996
Revised:	May 19, 1997
Revised:	September 9, 2002
Policy Committee Review:	November 12, 2007
Policy Committee Review:	April 24, 2013

Network Acceptable Use Policy (AUP)

Faculty/Staff Acknowledgement

This form is used to acknowledge receipt of, and compliance with, the Dakota Valley School District Acceptable Use Policy (AUP). I understand that acceptance of this policy is mandatory for access to the Dakota Valley School network and network privileges.

As a teacher/staff member of the Dakota Valley School District, I agree to closely monitor the students under my supervision in regards to their use of computers within the school building and classrooms. I will maintain high academic expectations for my students and will promote the responsible use of the school district computers for educational purposes.

Procedure

1. Read and understand the Acceptable Use Policy (File: EHAB)
2. Sign and date in the spaces provided below.
3. Return this page only to your Building Principal.

By signing below, I agree to the following terms;

Staff Agreement: I understand and will abide by the Dakota Valley School District Acceptable Use Policy (AUP). I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked; school disciplinary action may be taken and/or appropriate legal action as required by local, state and federal statutes.

Teacher/Staff Name (Please Print): _____

Teacher/Staff Signature: _____

Date: _____

PLEASE SIGN AND RETURN THIS PAGE TO THE BUILDING PRINCIPAL

Adopted: _____ January 13, 2003
Policy Committee Review: November 12, 2007 & April 23, 2013

POLICY ON SOFTWARE COPYRIGHT

It is the intent of Dakota Valley School District to adhere to the provision of copyright laws in the area of microcomputer software. It is also the intent of the district to comply with the license agreements and/or policy statements contained in the software packages used in the district. In circumstances where the interpretation of the copyright law is ambiguous, the district shall look to the applicable license agreement to determine appropriate use of the software (or the district will abide by the approved Software Use Guidelines).

The Dakota Valley School District recognizes that computer software piracy is a major problem for the industry and that violations of copyright laws contribute to higher costs and greater efforts to prevent copying and/or lessen incentives for the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

- 1.) The ethical and practical implications of software piracy will be taught to educators and school children in all schools in the district.
- 2.) District employees will be informed that they are expected to adhere to Section 117 of the 1976 Copyright Act as amended in 1980, governing the use of software.
- 3.) When permission is obtained from the copyright holder to use software on a network or local installation; efforts will be made to secure this software from copying.
- 4.) Under no circumstances shall illegal copies of copyrighted software be made or used on school equipment.
- 5.) The Superintendent of Schools or designee are the only individual who may sign license agreements for software for schools in the district. Each school using licensed software should have a signed copy of the software agreement.
- 6.) The principal at each school site is responsible for establishing practices which will enforce this district copyright policy at the school level.

Adopted On: April 19, 1993
Re-adoption: May 19, 1997
Revised: June 24, 2013

PERSONAL ELECTRONIC DEVICE POLICY

The Dakota Valley School District understands the importance that Personal Electronic Devices play in our daily lives. There are instances when certain devices are not appropriate in the school environment.

Personal Electronic Devices (PED) encompasses any electronic item in an individual's possession that is not provided through the school district. Devices included within this policy may have any one of the following characteristics:

1. Create and maintain a network connection either through wireless or cellular means in which to connect to the Internet or other computing network.
2. Record or playback audio, video or textual data.
3. Allow for real-time or near real-time communications via any means to other individuals.

The use of PED's are prohibited during the school day and during non-public extracurricular sessions within the school environment, such as practices for plays, sports, etc. There are times when PED's may be allowed for short periods of time by an individual staff member in a supervisory role, such as a principal or teacher. During these times, all activity must be related to the specific task assigned. Video or picture functions may never be utilized in a restroom or locker room. Individuals may be asked to provide their PED for examination by the school district administrators in order to ensure compliancy with school district regulations.

Individuals may not post data on the Internet or other storage device without authorization of the teacher and may be asked to remove data that is not in compliance with other rules and regulations. Data collected or transmitted on a PED must follow all rules associated with other district policies such as the Acceptable Use Policy.

In an effort to ensure that the district is in compliance with the Children's Information Protection Act and the Family Educational Rights and Privacy Act, among others, we cannot allow individuals to post information that:

1. Does not meet district professional or ethical standards.
2. Depicts individuals in a situation that is negative towards one's dignity.
3. Violates privacy and security regulations already in place.

Failure to abide by the rules outlined above may result in disciplinary action based on the disallowed activity performed.

District Tech Support will not be provided for PED's unless approved by the Director of Technology.

Adoption Date: December 14, 2011
Policy Committee Review: April 24, 2013

INTERNET PUBLISHING STANDARDS

All data published to public websites must meet the recommendations and requirements defined within the Dakota Valley School District Internet Publishing Standards regarding content, appearance, and functionality before publishing to the public.

1. The principal of each building is responsible for enforcing the overall content standards of their school's published content on the Internet.
2. An Internet page/site must be well-planned and given consent for public release by the principal. The site publisher/manager will review and ensure content meets the guidelines of the district.
3. A student may not directly publish information on any site within or outside of the district network without authorization from their teacher until the information is reviewed and found to be appropriate for publication.
4. Dakota Valley will not publish personal pages, nor are there to be links to personal pages or email addresses. All pages posted on Dakota Valley servers are to be academic or school or department related. The use of personal opinions must include a disclaimer.
7. The teacher or other staff member must verify that a media waiver is not on file before posting photographs, video or information containing a student's name (only last initials are to be used). Personal information such as pet's names; hobbies or family information shall not be posted online without authorization.
8. Copyright law applies to the Internet. Assume that everything on the Internet is copyrighted unless the author states otherwise. The fair use provision of the copyright law allows small amounts of material to be used within the classroom. Reproducing and publishing someone else's text or graphics on the Internet without written permission is a violation of copyright law.
9. A Web Page may not include any advertisement or endorsement for a commercially supported product or any other commercial entity. This does not, however, prohibit the recognition of Partners in Education or sponsors.

10. Dakota Valley School District reserves the right to make additional limitations for network security. Scripting languages must be approved by the Network Administrator.

11. Limit the use of plug-ins where possible and ensure that documents are saved as PDF files before sharing them online.

12. All linked email addresses must be within the k12.sd.us domain, unless approved by the Technology Director.

13. All web pages must be viewable in any web browser.

14. Streaming media must be used on files larger than 1024K. The K-12 Media servers shall be utilized for audio/video streaming purposes, unless other means are approved by the Technology Director.

15. No web pages will include budgetary figures, with the exception of the Business Office/Administration.

16. Links outside of the Dakota Valley or South Dakota State websites domain are only allowed for the objectives of teaching, training, and support issues. Inappropriate or questionable sites will be removed.

17. The WebMaster(s) must ensure navigation and site structure follows the existing style of the Dakota Valley website.

18. All table of content pages shall have:

1. A link to the district's homepage
2. A link to the school's mission statement
3. A link to email the WebMaster(s)

19. Chat and message board interfaces will not be allowed on the Dakota Valley School system servers unless provided by the district applications, nor may they be referenced from Dakota Valley School web pages. Web pages will not include links to download executable files.

Teachers shall utilize the sites and services provided by the Dakota Valley School District or State of South Dakota. Use of services not specifically provided by the Technology Department may result in access or service problems and we cannot guarantee support or availability of such services.

Adoption Date: XXX, 2011

MEDIA AND SOCIAL NETWORKING SITES

Employees must conduct themselves so that they do not distract from or disrupt the educational process. The District will ensure that staff members are reminded and informed of the importance of maintaining proper decorum in the use of technology as well as in person. This will include but is not limited to:

1. Improper fraternization with students using "Facebook" and similar internet sites, chat rooms, social networks, or via phone, texting or other electronic means is prohibited.
 - Electronic messages with students will be academic in nature or related to a school activity.
 - All messages communicated by teachers, coaches, and advisors shall be sent to all members of a class, team, or activity unless the message pertains to one specific individual and is professional in nature
2. Posting items with sexual content, or which exhibits or advocates the use of drugs and alcohol.
3. Failure to exercise good judgment in electronic communications.

When inappropriate use of computers and websites is discovered, disciplinary action will be considered and taken as deemed necessary. Employees of the school district understand that pursuant to this policy that media and social networking sites may be monitored by the school district.

The school district expects its employees to keep the lines between their professional life and their personal life clearly drawn at all times. This can be accomplished by using forethought prior to using social media networking for both their professional and personal lives to be sure that these lines do not become blurred.

It is recommended that employees should establish an identity that is separate from his/her "personal" Facebook identity or other electronic communications account. Staff members are expected to use their educational account to communicate with students and/or parents and guardians on matters directly related to education. The "friends" associated with such an education account should only be members of the educational community, such as administrators, employees, students and parents of such students. It is strongly recommended that employees will reject friend request from individuals who do not fit into any of these categories. Faculty shall avoid seeking students "friends" if the students have no classes or activities with the staff member.

Adopted: August 13, 2012

INSURANCE MANAGEMENT

The board has the responsibility to maintain an adequate and comprehensive insurance program to protect the property and equipment under its control and individuals discharging responsibilities for the school district. It will seek adequate appropriations for such coverage. The board may also authorize and participate in an insurance program for staff members and students.

LEGAL REFS.: SDCL 3-9-3, 13-10-3, 13-10-9

Adoption Date: May 19, 1997
Policy Committee Review: April 24, 2013