

To search: Go to edit and click search/find or click the binoculars.

## Section E Support Services

<a href="#"><u>FILE: EA</u></a>	Support Services Goals
<a href="#"><u>FILE: EB</u></a>	Safety Program
<a href="#"><u>FILE: EBA</u></a>	Buildings and Grounds Inspections
<a href="#"><u>FILE: EBB</u></a>	Accident Prevention and Safety Procedures
<a href="#"><u>FILE: EBBA</u></a>	First Aid
<a href="#"><u>FILE: EBC</u></a>	Emergency Plans
<a href="#"><u>FILE: EBCB</u></a>	Fire Drills
<a href="#"><u>FILE: EBCD</u></a>	Emergency Closings
<a href="#"><u>FILE: EBCE</u></a>	Crisis Management Team Guidelines (CD, GBB, JFB, KBCAA)
	Appendix A Crisis Situation Media Parameters
	Appendix B Principal's Role
	Appendix C Teacher's Role
	Appendix D Guidance Role
	Appendix E Role of Secretarial Staff
	Appendix F How to Comfort those that Grieve
<a href="#"><u>FILE: EBCEA</u></a>	Automated External Defibrillator (Also KBCAAA, CDA, GBBA, JFBA)
<a href="#"><u>FILE: EBD</u></a>	Wellness Policy (Also CDB, GBBB, JFBB, KBD)
<a href="#"><u>FILE: ECA</u></a>	Buildings and Grounds Security
<a href="#"><u>FILE: ECAB</u></a>	Vandalism
<a href="#"><u>FILE: ECB</u></a>	Buildings and Grounds Maintenance

<a href="#"><u>FILE: ECD</u></a>	Traffic and Parking Controls
<a href="#"><u>FILE: ECF</u></a>	Energy Conservation
<a href="#"><u>FILE: EDBA</u></a>	Maintenance and Control of Instructional Materials
<a href="#"><u>FILE: EEA</u></a>	Student Transportation Services
<a href="#"><u>FILE: EEAA</u></a>	District Transportation
<a href="#"><u>FILE: EEAB</u></a>	School Bus Scheduling and Routing
<a href="#"><u>FILE: EEAC</u></a>	School Bus Safety Program
<a href="#"><u>FILE: EEACA</u></a>	Bus Driver Examination and Training
<a href="#"><u>FILE: EEACA-R</u></a>	Drug and Alcohol Testing for School Bus Drivers
<a href="#"><u>FILE: EEACAA</u></a>	Administrative Procedure Policy for Enforcement of Drug and Alcohol Testing for CDL Personnel
<a href="#"><u>FILE: EEACC</u></a>	Student Conduct on School Buses/School Vehicles (Also JFCC)
<a href="#"><u>FILE: EEACC-R</u></a>	Student Conduct on School Buses/School Vehicles
<a href="#"><u>FILE: EEAD</u></a>	Special Use of School Buses/School Vehicles
<a href="#"><u>FILE: EEAE</u></a>	Student Transportation
<a href="#"><u>FILE: EEAE-E</u></a>	Request for Transportation Change Form
<a href="#"><u>FILE: EEBA</u></a>	District Vehicle Usage Policy
<a href="#"><u>FILE: EF</u></a>	Food Services Management
<a href="#"><u>FILE: EFB</u></a>	Free and Reduced Price Food Services
<a href="#"><u>FILE: EI</u></a>	Insurance Management
<a href="#"><u>FILE: EIBA</u></a>	Indemnification of Employees

## 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 from hazards, sanitary, properly equipped, lighted and ventilated and aesthetically suited to promoting the goals of the schools for students, staff, and public.
2. To provide safe transportation for students to and from school.
3. To provide nutritious meals for students.
4. To provide support services, resources, and assistance to fulfill the needs and promote the goals of the educational program.

(Adoption date: April 12, 1982)

(Revision date: May 24, 2004)

(Revision date: November 24, 2008)

## SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that may result in tragic consequences—bodily harm, loss of school time, property damage, legal action, and even fatality. It will be 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.

The operations manager will have overall responsibility for the safety program of the district. General areas of emphasis will include, but not be limited to: inservice training; accident record keeping; facility 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 their school.

The practice of safety will also be considered a facet of the instructional program of the district schools. Instruction in accident prevention as well as fire prevention, emergency procedures, traffic, bicycle and pedestrian safety, and driver education will be offered 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: April 12, 1982)  
(Revision date: May 24, 2004)  
(Reviewed date: October 27, 2008)

## BUILDINGS AND GROUNDS INSPECTIONS

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

The operations manager or designee will assist an inspector of the department of public safety in the inspection of school buildings and grounds for the fire and life safety inspection.

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

(ADOPTION DATE: May 10, 1982)  
(REVISION DATE: December 9, 1996)  
(REVISION DATE: May 24, 2004)  
(REVISION DATE: November 24, 2008)

## ACCIDENT PREVENTION AND SAFETY PROCEDURES

Student safety will be considered a part of the general education program. Students in science and industrial technology classes will be given an orientation 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.

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 technology shops or laboratories involving experience with the following: hot molten metals, milling, sawing, turning, treatment, tempering of 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: April 12, 1982)

(REVISION DATE: January 22, 1996)

(REVISION DATE: May 24, 2004)

(REVIEWED DATE: October 27, 2008)

## FIRST AID

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

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the student 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 refer to the school nurse for the immediate care of ill or injured persons who come within their 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 or family physician as soon as possible.
2. Teachers, nurses, 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 drugs will be administered by school personnel unless authorized by a physician.
5. Parents will be asked to sign and submit an emergency medical authorization which will indicate the procedure they wish the school to follow in event of a medical emergency involving their student.
6. In all cases where the nature of an illness or an injury appears serious, the parents or guardian will be contacted if possible, and the instructions on the student's emergency card followed. Thus, in extreme emergencies arrangements usually may be made for a student's immediate hospitalization whether or not the parents or guardian can be reached.
7. No student who is ill or injured will be sent home alone unless the parent or guardian has been informed in advance.

(Adoption date: April 12, 1982)

(Revision date: May 24, 2004)

(Reviewed date: October 27, 2008)

## 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 Manual containing emergency plans that meet the requirements of state law for preparedness in case of fire, civil emergencies and natural disasters.

The Emergency Manual for the district schools will be the official guide in case of fire, civil emergencies, bomb threat 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, bomb threat and emergency drills to give students practice in moving with orderly dispatch to designated and secured areas under emergency conditions and the staff practice in carrying out their assigned responsibilities for building evacuation.

(ADOPTION DATE: April 12, 1982)  
(REVISION DATE: October 28, 1991)  
(REVISION DATE: January 22, 1996)  
(REVISION DATE: June 14, 1999)  
(REVISION DATE: May 24, 2004)  
(REVISION DATE: January 10, 2005)  
(REVIEWED DATE: October 27, 2008)

## FIRE DRILLS

A fire drill shall be held in each school building at least twice each semester of the school year in grades Early Childhood (ECH)-12. In addition to the required fire drills, disaster drills will be conducted at least two times per year in cooperation with disaster or civil defense agencies and principals in each school building.

Instructions will be furnished by the principal to teachers and students as to route and manner of exit during fire drills. Special instructions in fire drill procedure will be given to students the first week of school, and the first fire drill of the school year must be held during the first two weeks of school.

Fire drills will be held 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 as required.

(ADOPTION DATE: April 12, 1982)  
(REVISION DATE: November 25, 1985)  
(REVISION DATE: January 22, 1996)  
(REVISION DATE: May 24, 2004)  
(REVISION DATE: November 24, 2008)

## 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/her 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 that relate to the safety and health of students:

1. Weather conditions, both existing and predicted.
2. Driving, traffic and parking conditions affecting public and private transportation facilities.
3. Actual occurrences 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 year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with Board policy in reporting for work.

## **POSTPONEMENTS**

Should inclement weather prohibit the operation of the public schools for any portion of a school day, all co-curricular activities will be cancelled with the exception of district or state contests (activities.) In such situations, the officials responsible for such contests (activities) will decide if the contest (activity) is to take place and participation by students will be based on their decision. In such cases, the school principal will announce whether or not the contest (activity) will take place.

When the school has been closed due to the expectation of inclement weather, and the situation does not result in potentially dangerous travel conditions, the superintendent or his designee, after consultation with school principals, will have the authority to waive the cancellation of co-curricular activities as described in the above paragraph.

(ADOPTION DATE: April 12, 1982)

(REVISION DATE: October 28, 1991)

(REVISION DATE: September 8, 1997)

(REVISION DATE: May 24, 2004)

(REVISION DATE: November 24, 2008)

**BRANDON VALLEY SCHOOL DISTRICT 49-2  
CRISIS MANAGEMENT TEAM GUIDELINES**

GOAL

The following procedures and guidelines are intended to enable the Brandon Valley School District to better deal with the unforeseen tragedies that affect the ordinary functioning of the students, their families, and staff 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 involving a student or staff member, 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, the 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.
5. To present a unified and predictable plan of action by the school in the event of a crisis.

CRISIS 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 A, Media Policy).

Principals: Ensuring that crisis procedures are in operation in their building 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: School staff, specialists and appropriate community members designated by the Crisis Team during individual crises. Support staff may include teachers, school nurses, coaches, clergy, law enforcement, consultants, or other individuals deemed appropriate by the Crisis Team.

## **CRISIS INTERVENTION PROCEDURES**

**\*\*\*\*\*Crisis Team Members Must Wear Name Tag For Recognition  
By Staff And Students\*\*\*\*\***

**The following procedures may be used in full or in part as needed for each individual crisis event, and as determined by the Superintendent.**

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 to consult with the Team in this decision. Responsibility will be delegated to individual team members at this time. Appropriate team members will be chosen to make family contact. Staff should review procedures as described in appendixes A-F.
2. Individual building principals and crisis team members will meet with staff before school to relay facts and answer questions; to dispel rumors, initiate strategies to deal with student reactions; and identify "high risk" students who may be strongly affected.
3. Principals will meet with their staff to announce funeral arrangements, discuss staff attendance, school policy regarding student dismissal, share new information, and present the plans for the individual classroom meetings.
4. Immediate friends will be identified and provided counseling, if desired. Staff will be directed to heighten their sensitivity to those students.
5. Principal will make announcements to the students in their classrooms. Teachers will be in their classrooms during the announcements and will openly acknowledge student feelings, explain the circumstances of the event, dispel rumors, and let students know that counseling is available.
6. The principal, counselor and appropriate team members will meet with individual classes to help students better deal with their feelings, dispel rumors, offer reassurance, and encourage students to be supportive of their fellow classmates and friends.
7. Parents of students identified as "high risk" will be contacted and offered support from the school.
8. All building staff will assemble after school to allow for expression of feelings and support, review, and evaluate the events of the day, compile a list of "high risk" students and assess their individual needs.

9. The Crisis Management Team will meet to evaluate the events of the day. The team will discuss the appropriateness of meetings to support students and parents, review and plan classroom meetings for the next day, identify and assess the needs of "high risk" students and discuss school dismissal policy.
10. Continued crisis counseling will be offered to students, parents, and staff as needed.
11. The Principal and/or counselor will be responsible for returning the personal effects and appropriate records that are requested by the family.
12. The Crisis Management Team will meet to evaluate the effectiveness of the school and staff, and the effectiveness of the crisis procedures, following the conclusion of the event.

**APPENDIX A**  
**CRISIS SITUATION MEDIA PARAMETERS**

The Superintendent is designated as the school district's media representative for crisis situations. This responsibility may be delegated as deemed appropriate by the Superintendent.

1. All media correspondence, and requests will be directed to the Superintendent's Office.
2. No students shall be interviewed within the school or the school premises.
3. No staff shall be interviewed except those who have been designated by the Superintendent.
4. No cameras will be allowed within a school building, except as permitted by the Superintendent.
5. All questions are to be directed to the Superintendent or designated representative, through the office of the Superintendent.
6. All official school district statements will be issued by the Superintendent or designated representative.
7. All members of the media are asked to show consideration for emotional welfare and educational interests of the students by complying with above listed procedures.

**APPENDIX B  
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 or staff member. These steps may be modified to reflect the circumstances of individual situations.

*PRINCIPAL'S ROLE*

STEP #1 – Prior to meeting with the entire staff, 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 the crisis support staff 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 or to the deceased staff member's workspace, remove the contents, and bring the belongings to the principal. This shall be completed prior to the students arriving at school to prevent theft or unauthorized removal of the property.

STEP #4 – Direct a staff member to review 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 and staff may come for support and counseling. 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 P.A. System to the students or be presented by the classroom teacher.

**NOTE:** It is important to have a central spokesperson for all announcements to students. By the time students reach school following a sudden death; 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:**

- a. I feel saddened by the sudden death of one of our (students) (staff members) \_\_\_\_\_ . 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 \_\_\_\_\_ .
- b. Students, may I have your attention please? Last night, (student/staff member name) from our (\_\_\_\_\_ class died). This morning, 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/staff member'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 gather funeral arrangement information and to prepare details for student staff 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 staff members present during the entire visitation period to assist the funeral director in comforting distraught children and teens. (See APPENDIX F).

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

STEP #9 – Call and/or visit the family as appropriate to express condolences. Visiting the family is encouraged, and the principal should take along a staff member who has been well acquainted with the student or staff member.

STEP #10 – Following the funeral, begin to bring closure by encouraging staff to resume regular activities as quickly as is appropriate.

On the day following the funeral, the principal should make the following closure statement to all students and staff (this is done the day following because many of the deceased's closest friends may 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 staff, 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 remains 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."

**MANDATORY ALL STAFF MEETING  
(ROLE OF PRINCIPAL AND CRISIS MANAGEMENT TEAM)  
Appendix B (cont.)**

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 the crisis management team leader informs staff what is expected of them and reviews media procedures. (See APPENDIX A). Also, all known public facts regarding the event should be shared with the staff.

If death was by suicide, emphasize this tragedy as an "error in judgment". 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 may have.

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 staff 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 A.)

## **APPENDIX C 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 this 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 crisis, dispel rumors, and let students know that counseling is available. (See Appendix B, Staff Announcement).

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 \_\_\_\_\_ are encouraged to meet with the counseling staff at \_\_\_\_\_. (time and place)

Refer individual students who are obviously in need of immediate removal from class to the counselor's office (crying, obviously upset.) The teacher then continues to proceed with his/her usual routine for the day.

STEP #4 –Refer names and/or students themselves to the guidance office if they appear unusually upset or continue to appear upset as time passes. (See Appendix B).

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 staff may have regarding any students.

STEP #6 – Sample staff response to visitors:

"We feel saddened by the sudden death of one of our (students) (staff members). We are concerned for our students and staff. Further questions are directed to the Superintendent's office. This handout (See Appendix A) will explain the parameters."

## **THE TEACHER'S ROLE**

### **Appendix C (cont.)**

Following the death of a student/staff member, those left behind grieve in a variety of ways. The following information is intended to be a guide for assisting the students through the next few days and weeks as they resolve their feelings related to a 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 the acceptance and hope.

In this particular situation many students may arrive at school already "buzzing" with news. Rumors may have already started before school convened, but there will also be many students who arrive with no knowledge of the deceased student's/staff member's death. Students may express disbelief or denial.

In the event of a suicide, other students will quickly move to being angry. They may want to blame anyone and everyone with the death – other friends, parents, police, teachers, the medical personnel, and finally, themselves.

Guilt will be a feeling many students may experience and want to discuss. In the aftermath of an adolescent death, many students may digress 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 a staff member can do is to allow some opportunity for students 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.

The most helpful intervention a teacher can use is to encourage and allow for the expression of feelings related to death. For many students, this may be their first encounter with death. They will look to the staff member for guidance and modeling. To share with your 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 D 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 or staff member and who may need extra support (e.g., a teacher who had a special helping relationship with student, had the student in class, or has a sibling in class).
- B. Start a listing 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 (e.g., 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 (e.g. 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. Options could include: (a) brief supportive counseling with guidance staff and (b) forming a 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.
- C. Check to see if the students returns the next day and briefly check with them to see how he/she is doing. Offer your assistance to the parent and/or student.

STEP #5 – At the end of the first day, the crisis management team should meet to debrief and review the list of "high risk" students.

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.

## **APPENDIX E ROLE OF SECRETARIAL STAFF**

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

STEP #1 – A secretarial staff representative 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, Brandon Valley School District. How may I help you? Questions concerning \_\_\_\_\_ are referred to the superintendent’s office at 582-2049. Brandon Valley School District thanks you for your concern.”

*\*\*\*Make sure you know to whom you are talking. 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 the situation.

STEP #4 – Secretarial support staff should refer any students they are concerned about to the crisis management team leader.

## APPENDIX F HOW TO COMFORT THOSE WHO GRIEVE

1. *Be There:* attend the funeral, visit, and spend time with those grieving.
2. *Listen:* grieving people need to talk about this sudden vacuum in their lives.
3. *Send a note:* notes can share personal memories, short and simple.
4. *Give a gift:* a collection of poems, a book to the library in memory of the deceased.
5. *Extend an 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.

## GRIEF PROCESSING SUPPORT STRUCTURE Some Ideas/Suggestions

1. Establish a "Drop-in Center" all day the first day that news of a sudden death is disseminated.
2. More than one counselor/facilitator is may be needed in the group at one time; it's also a good idea to have others available for relief purposes.
3. Focus on:
  - a. Memories, positive experiences with person who died
  - b. Feelings about the loss
  - c. Stages of grieving (grief education); students may bring up spirituality
  - d. Funeral services – appropriate behaviors/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?")
  - 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 basis); 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 students need to be separated from the group. If the students in question are identified as “chronic manipulative attempters” 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.

(ADOPTION DATE: March 13, 1989)  
(REVISION DATE: January 22, 1996)  
(REVIEWED DATE: November 24, 2003)  
(REVIEWED DATE: April 13, 2004)  
(REVIEWED DATE: April 14, 2008)

## AUTOMATED EXTERNAL DEFIBRILLATOR

An Automated External Defibrillator (AED) will be maintained on the premises of each school facility in the Brandon Valley School District. The AED shall be used in emergency situations warranting its use by individuals specially trained in the use of the device.

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart's electrical rhythm. This erratic and ineffective electrical rhythm causes complete cessation of the heart's normal functioning of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a defibrillator, delivered within a short time.

An AED is used to treat victims who experience SCA. It is only to be applied to victims, who are unconscious, without pulse, signs of circulation, and normal breathing. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver shock.

### LOCATION, MAINTENANCE AND TESTING OF AED UNITS

The AED locations will be as follows:

- High School: across from the restrooms in the commons area
- Middle School: in the commons area on the north wall
- Robert Bennis Elementary: in the commons area between the gym doors
- Brandon Elementary: at the south entrance to the carpeted gym
- Valley Springs Elementary: By the south lower level entry doors
- Fred Assam Elementary: To be determined
- High School Athletic Shed at the Football/Track Stadium

Fred Assam Elementary: To be determined

Each AED shall be maintained and tested in accordance with operational guidelines of the manufacturer and monitored as directed by the Superintendent/designee.

Documentation of the maintenance and testing will be kept in the nurse's office in each building. The Medtronic Lifepak CR Plus Defibrillator User's Checklist will be utilized. If trouble shooting is required, use the accompanying Trouble Shooting Log.

### TRAINING

- All Brandon Valley School District staff, coaches and administrators are eligible to complete an approved training course in the operation of AEDs. Staff members must be CPR certified and complete a refresher course as prescribed. The School District will offer annual retraining for personnel who have completed the initial AED program.

- Staff of co-curricular athletic activities will be required to attend the training course in the operation of the AED.
- The Activities Director is required to receive the AED training.
- It is highly recommended that staff who supervise after school activities also receive the training course on the operation of the AEDs.

ADOPTION DATE: October 25, 2004

REVISION DATE: August 25, 2008

## WELLNESS POLICY

The Child Nutrition and WIC Reauthorization Act of 2004, PL 105-268, the U.S. Congress established a new requirement for all local agencies (including public and nonpublic, as well as, Residential Child Care Institutions) with a federally-funded National School Lunch Program (NSLP). The local agencies are required to develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-07 school year. Four (4) criteria are required in meeting the objective; nutrition education, physical activity, nutrition standards and other school based activities.

The Brandon Valley School District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential and ensures that no child is left behind.

- The school district will engage a committee composed of students, parents, teachers, administrators, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity goals.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Food and beverages sold or served during regular school day hours will meet the nutrition recommendations of the NSLP.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that will meet the health and nutrition needs of students; will accommodate the religious, ethnic and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings with adequate time for students to eat.
- To the maximum extent possible, the district will participate in available federal school meal programs.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish

linkages between health education and school meal programs, and with related community services and other school based activities.

The Child Nutrition/Wellness Committee will develop, implement, monitor, review and as necessary, revise school nutrition and physical activity programs. To help with the initial development of the district's wellness policy, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. Assessments will be repeated every year to review policy compliance, assess progress, and determine areas in need of improvement.

As part of that review, the Wellness Committee will review nutrition standards with education goals; physical activity and education goals; and evaluate the provision of the environment to support healthy eating and physical activity.

ADOPTION DATE: June 26, 2006

REVIEWED DATE: April 14, 2008

## BUILDINGS 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 and life safety 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 outlined above.

(ADOPTION DATE: April 12, 1982)  
(REVISION DATE: January 22, 1996)  
(REVISION DATE: May 24, 2004)  
(REVIEWED DATE: October 27, 2008)

## VANDALISM

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

Every citizen, every student, 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 or persons believed to be responsible. Each employee will report to the building administrator every incident of vandalism known to him and, if known, the names of those responsible.

The superintendent is authorized to sign a criminal complaint and to press charges ~~or 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.

(ADOPTION DATE: April 12, 1982)  
(REVISION DATE: May 24, 2004)  
(REVIEWED DATE: October 27, 2008)

-

## BUILDINGS AND GROUNDS MAINTENANCE

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

The Operations Manager 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 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 personnel. 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 the buildings, grounds and equipment in the classes that they teach or in the activities for which they are responsible.

All employees, however, are encouraged to report promptly to the principal of the school any defects to the building or equipment that could prove injurious to the comfort, health or safety of teachers, students and staff.

(Adoption date: April 12, 1982)  
(Revision date: May 24, 2004)  
(Revision date: November 24, 2008)

## 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 snowmobiles, 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 Brandon Valley School District or those properly approved through a district Facility Use form. Activities creating hazards or damage to school grounds will not be permitted on school property unless they are a part of the Brandon Valley curriculum. Law Enforcement will be asked to take such action as is necessary.

-

(Adoption date: November 12, 1984)  
(Revision date: December 9, 1996)  
(Reviewed date: May 24, 2004)  
(Reviewed date: October 27, 2008)

## ENERGY CONSERVATION

Declining levels of natural energy resources mandate that the school district develop and implement plans to conserve all forms of energy used in the schools. The need to participate in conserving the nation's energy resources and the economic reality of increased costs or utility services require that an energy conservation program be supported by all school district personnel.

The Board directs the superintendent to develop and implement both immediate and long range plans designed to conserve energy resources by the school district.

-

(Adoption date: April 12, 1982)  
(Revision date: February 12, 2001)  
(Reviewed date: May 24, 2004)  
(Reviewed date: October 27, 2008)

## 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 students in sufficient quantity and at appropriate levels so that they are optimally useful to each student, and so that every teacher can meet both the planned curriculum sequence of the district and the special instructional needs of the student.

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 students. When a textbook is damaged or lost, the student 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 NONPUBLIC SCHOOLS

In accordance with state law, the Board may approve the loan of nonsectarian textbooks to students enrolled in nonpublic schools in the district.

(ADOPTION DATE: April 12, 1982)  
(REVISION DATE: November 25, 1985)  
(REVISION DATE: January 22, 1996)  
(REVISION DATE: May 24, 2004)  
(REVIEWED DATE: October 27, 2008)

## STUDENT TRANSPORTATION SERVICES

The major purpose of school transportation is to get students who live an unreasonable walking distance to and from school, 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 co-curricular programs (athletics, music, drama, etc.).

District-owned buses will be provided by the Board of Education 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 District Operations Manager, 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.

Vehicles owned by the Board will be operated by authorized school employees or officials who are properly licensed. These employees and officials must meet all state requirements for licensing.

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

1. Adequacy: The program provides both necessary and sufficient transportation to and from school and to other school programs.
2. Safety: The scheduling and operating of the program take into consideration hazards, potential dangers to pupils, and all appropriate safeguards.
3. Economy: The programs operated in the most efficient manner possible considering the constraints imposed by criteria of adequacy and safety.

(ADOPTION DATE: April 12, 1982)  
(REVISION DATE: January 22, 1996)  
(REVISION DATE: March 27, 2000)  
(REVISION DATE: May 24, 2004)

## DISTRICT TRANSPORTATION

The Board has established this transportation policy to be used by the administration for individual patron's request for route adjustments and changes. The transportation services shall be managed in a responsible and economical manner. The administration may act on these matters, as they deem appropriate.

1. Students who reside more than five miles from the school of assignment will be provided transportation as per state law. Transportation may be provided for children who live within the five-mile radius of their assigned school for a nominal fee. Student safety will be considered in all transportation decisions. The district shall establish scheduled bus routes for the transportation of the district's students.
2. Transportation of students with special needs will be in accordance with their individual educational plans.
3. There shall be one regular pick-up location and one regular drop-off location for all students transported. Occasional temporary change in pick-up or drop-off will be accommodated with advance notice to the transportation department.
4. With the establishment of housing developments in the rural areas of the school district, bus stops shall be established within the normal rural bus schedules. The bus stops will be at the main entrance to the development with the following exception: If the furthest pick-up point is five-tenths of a mile or greater from the entrance of the development and the roadway meets all township/county requirements for a roadway and is maintained by the township/county, a bus stop may be established at that location.

District patrons meeting the following criteria **will** be required to pay a fee established by the Board of Education:

- ✓ Jr. K-12 students residing within five miles of their designated attendance center via the most direct route.
- ✓ Jr. K-5 students residing within the district open enrolling to attend a facility other than their assigned attendance center based on the boundaries set by the Board of Education. An increased fee for this circumstance will be assessed due to the inefficiency caused by these requests for busing. The increased fee will not be assessed if both the pick-up and drop-off are within the boundary of the school of attendance.

- ✓ Jr. K-12 students open enrolling from another district and requesting busing within district boundaries.

District patrons meeting the following criteria **will not** be required to pay the busing fee:

- ✓ Jr. K – 5 students required by the administration to attend a facility other than their assigned attendance center based on boundaries.
- ✓ Jr. K – 12 students residing more than five miles from their designated attendance center via the most direct route.

The board will annually establish nominal fees for bus passes.

(Adoption date: April 12, 1982)  
(Revision date: December 9, 1985)  
(Revision date: January 16, 1995)  
(Revision date: July 10, 1995)  
(Revision date: March 13, 1996)  
(Review date: February 12, 2001)  
(Review date: February 24, 2003)  
(Revision date: May 24, 2004)  
(Revision date: June 27, 2005)  
(Revision date: August 14, 2006)  
(Revision date: May 27, 2008)  
(Revision date: May 26, 2009)  
(Revision date: May 9, 2011)

## SCHOOL BUS SCHEDULING AND ROUTING

The transportation supervisor will review bus routes to provide the safest and shortest routes that will transport students to and from 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 capacity, and to provide for the full use of buses. Arrangements will provide each student transportation to school within the prescribed time limits.

When practical, safe, timesaving 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 students within this section will ride the bus to which they are assigned. Only one bus will cover one particular road unless overloading occurs.

Buses will not go off the main route to pick up students. Students will not be put off the bus until reaching their destination.

(ADOPTION DATE: April 12, 1982)

(REVISION DATE: March 27, 2000)

(REVISION DATE: May 24, 2004)

## 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 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 students will be properly maintained to provide safe and efficient transportation service with a minimum of delays and disruption due to mechanical or equipment failure.

The school superintendent, with assistance from the operations manager and 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.

(ADOPTION DATE: April 12, 1982)

(REVISION DATE: January 22, 1996)

(REVISION DATE: May 24, 2004)

(REVISION DATE: November 24, 2008)

## BUS DRIVER EXAMINATION AND TRAINING

The driver of a school bus is charged with a serious responsibility for the safety of the students. It is therefore important that school buses only be operated by a properly licensed driver who has passed all examinations prescribed by federal law and the department of public safety.

In application of a bus driver's license and in accordance with state law, each bus driver will be required to have a physical examination every other year and submit to drug and alcohol testing.

## DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

The school district shall adhere to federal law and regulations requiring a school bus driver drug and alcohol testing program. An employee will be dismissed if he/she refuses to take a required test.

CROSS REFS: File: GBEC – Use of Alcohol, Drugs, and Controlled Substance By Employees (Drug-Free Workplace).

ADOPTION DATE: April 12, 1982  
REVISION DATE: October 28, 1991  
REVISION DATE: December 12, 1994  
REVISION DATE: May 24, 2004  
REVIEWED DATE: October 27, 2008

Selected sample policy  
SOUTH DAKOTA POLICY REFERENCE MANUAL (July 1994)

## DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

School bus drivers shall be subject to a drug and alcohol-testing program that fulfills the requirements of the Code of Federal Regulations.

### PRE-EMPLOYMENT TEST

Tests shall be conducted before the first time a driver performs any safety sensitive function for the district. Any driver who refuses to submit to a pre-employment test shall not perform safety sensitive functions.

Safety-sensitive functions include on-duty functions performed from the time a driver begins work or is required to be ready to work until he/she is relieved from work and all responsibility for performing work. It includes driving; waiting to be dispatched; inspecting and servicing equipment; supervising; performing or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing driving requirements related to accidents; and performing any other work for the district or paid work for any other entity.

### DRUG TESTING FOR SCHOOL BUS DRIVERS

The test shall be required of an applicant only after he/she has been offered the position.

### POST ACCIDENT TESTS

Alcohol and controlled substance test shall be conducted as soon after an accident as practicable on any driver who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life; or who receives a citation under state or local law for a moving traffic violation arising from the accident.

No such driver shall use alcohol for eight hours after the accident, or until after he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours, the district shall prepare and maintain records explaining why the test was not conducted. Tests need not be given if not administered within eight hours after the accident for alcohol or within 32 hours for drugs.

Tests conducted by authorized federal, state or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the district. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

### RANDOM TESTS

Tests shall be conducted on a random basis at unannounced times throughout the year. Tests for alcohol shall be conducted just before, during or just after the performance of safety-sensitive function. Drivers shall be selected by a scientifically

valid random process, and each driver shall have equal chance of being tested each time selections are made.

### REASONABLE SUSPICION TESTS

Tests shall be conducted when a supervisor or district official trained in accordance with law has a reasonable drug suspicion. This reasonable suspicion must be based on specific, contemporaneous, articulate observations concerning the driver's appearance, behavior, and speech or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substance.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the work day when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the district shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after eight hours.

A supervisor or district official who makes a finding of reasonable suspicion shall also make a written record of his/her observations leading to a reasonable suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

### RETURN-TO-DUTY TESTS

A drug or alcohol test shall be conducted when a driver who has violated the district drug or alcohol prohibition returns to work to perform safety-sensitive duties.

Employees whose conduct involved drugs cannot return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result.

Employees whose conduct involved alcohol cannot return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and district standards and with the recommendation of a Substance Abuse Professional (SAP).

### FOLLOW-UP TESTS

A driver who violates the district drug or alcohol policy and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with law. Follow-up alcohol testing shall be conducted just before, during or just after the time when the driver is performing safety-sensitive functions.

### RECORDS

Employee drug and alcohol test results and records shall be strictly confidential and released only in accordance with law. Upon written request, a driver shall receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol test. Records shall be made available to a

subsequent employer or other identified persons only as expressly requested in writing by the driver.

### NOTIFICATIONS

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the district's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:

1. The person designated by the district to answer driver questions about the material;
2. The categories of drivers who are subject to the Code of Federal Regulations;
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. Specific information concerning drivers conduct that is prohibited by Part 382;
5. The circumstances under which a driver will be tested for drugs and/or alcohol;
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing process, safeguard the validity of test results and ensure that test results are attributed to the correct driver;
7. The requirement that a driver submit to drug and alcohol tests;
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and consequences;
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;
10. The consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04;
11. Information concerning the effects of drugs and alcohol on an individual's health, work and personal life; signs and symptoms of a drug or alcohol problems (the driver's or co-worker's); and available methods of intervening when a drug or alcohol problem and/or referral to management.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials.

Before any driver operates a commercial motor vehicle, the district shall provide him/her with post-accident testing requirements.

When tests are given pursuant to the Code of Federal Regulations, Title 49, Part 382, the district shall so inform drivers before drug and alcohol tests are performed.

The district shall notify a driver of the results of a pre-employment drug test if the driver request such results within 60 calendar days of being notified of the disposition of his/her employment application.

A driver will be notified of verified positive test results in which controlled substances are identified.

Drivers shall inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle.

### ENFORCEMENT

Any driver who refuses to submit to a loss of human life accident, random, reasonable suspicion or follow-up tests shall not perform safety-sensitive functions.

A driver who is tested and found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall not perform safety-sensitive functions including driving a commercial motor-vehicle until the start of the driver's next regularly scheduled duty period, but not less than 24 hours after the test was administered and passes a return to duty alcohol test.

A driver who in any other way violates district policy related to drugs and alcohol shall receive from the district the names, address, and telephone numbers of substance abuse professionals, counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional who shall determine what help, if any, the driver needs in resolving such a problem. Any substance abuse professional who determines that a driver needs assistance shall not refer the driver to a private practice, person or organization in which he/she has a financial interest, except under circumstances allowed by law.

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a substance abuse professional to determine that he/she has properly followed the prescribed rehabilitation program and shall be subject to unannounced follow-up tests after returning to duty. No employee may resume safety-sensitive duties without a qualified SAP evaluation and release.

CROSS REFS.: File: GBEC – Use of Alcohol, Drugs, and Controlled Substance by Employees (Drug-Free Workplace).

ADOPTION DATE: December 12, 1994

REVISION DATE: May 24, 2004

REVIEWED DATE: October 27, 2008

Selected sample regulation

SOUTH DAKOTA POLICY REFERENCE MANUAL (Revised September 1994)

ADMINISTRATIVE PROCEDURE POLICY FOR ENFORCEMENT  
OF DRUG AND ALCOHOL FOR CDL PERSONNEL

The purpose of this policy is to provide information to employees who are subject to a Federal drug and alcohol testing law. It restricts the use of alcohol and controlled substances by District employees who operate commercial motor vehicles as part of their jobs.

The Brandon Valley School District will comply with the provisions of Drug and Alcohol Testing requirements outline in Part VII, Department of Transportation, Federal Highway Administration, 49 CFR Part 382, et seq.

**1. PERSON TO CONTACT FOR MORE INFORMATION**

The Transportation Supervisor is available to answer your questions about this alcohol and drug use testing program.

**2. DRIVERS WHO ARE SUBJECT TO TESTING**

Any person who has a Commercial Drivers License (CDL) as a requirement to perform any part of the employee's job will be subject to testing.

**3. PERIOD OF THE WORK DAY COVERED**

**A. PRE-DUTY USE**

No person may operate a commercial motor vehicle within four hours after using alcohol. No supervisor having actual knowledge that a driver has used alcohol within four hours shall permit the driver to perform or continue to perform safety-sensitive functions. No person may operate a commercial motor vehicle after consuming a controlled substance.

**B. ON-DUTY USE**

No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol or a controlled substance. No driver may use alcohol or a controlled substance while on duty. No supervisor having actual knowledge that a driver possesses or is using alcohol or a controlled substance while on duty shall permit the driver to perform or continue to perform safety-sensitive functions. The driver will be taken home by district personnel.

**C. USE FOLLOWING AN ACCIDENT**

A driver required to take an alcohol or drug test following an accident may not use alcohol for eight hours following the accident or until the driver has undergone the post-accident test.

**4. PROHIBITIONS BASED ON TEST RESULTS**

**A. ALCOHOL CONCENTRATIONS**

A driver with a measurable and detectable blood alcohol concentration that is prohibited under 49 CFR, part 382.505 but less than 0.04 shall not perform safety-sensitive functions for a minimum of twenty-four hours. No driver shall report for duty or remain on duty while having an alcohol concentration of 0.04 or greater. No supervisor having actual knowledge that a driver has a prohibited level of blood alcohol concentration shall permit the driver to remain on duty. Alcohol test results of 0.04 and above will require that the employee be suspended from duty without pay and be referred to a Substance Abuse Professional (SAP) for evaluation. Return to duty will be subject to compliance with the recommendations of the SAP and a negative BAC test. The District is responsible for the cost of the initial referral to a substance abuse professional. The driver will be responsible for the cost of any follow-up counseling or treatment.

**5. TEST CATEGORIES**

Beginning on January 1, 1996 and each year after, the following tests will be given to employees who must have a commercial drivers license to perform their job.

**A. PRE-EMPLOYMENT OR PRE-DUTY TESTING**

Before a driver performs safety-sensitive functions for the District, the driver must undergo testing for controlled substances. Persons applying for a position requiring a CDL will be subject to drug testing after being given a conditional offer of employment. Applicants who fail the test will be informed that the offer of employment is withdrawn. The District is responsible for the cost of this test.

**B. POST-ACCIDENT TESTING**

As soon as practical after an accident involving the loss of life or the issuance of a moving traffic violation the driver of the commercial motor vehicle will be tested for use of alcohol and controlled substances. The driver must remain available for the tests. If the driver is not available for the testing, the Administration will consider the employee to have refused to submit to the test. The District is responsible for the cost of this test. A background check regarding past DOT testing will be completed on all applicants who must list all previous employers from the past two (2) years.

**C. RANDOM TESTING**

A selection process will be used to ensure each covered work unit has an equal chance of being selected for testing. Testing will be conducted on all employees assigned to safety sensitive jobs within a work unit, when the work unit is selected for testing. This process will ensure the number of drug tests conducted annually will be at least equal to 50 percent of the number of employees in safety sensitive jobs within the District's pool.

50 percent of those persons selected for drug testing will also be tested for alcohol. The District is responsible for the cost of these tests.

**D. REASONABLE SUSPICION TESTING**

Drug or alcohol testing will be conducted when a trained supervisor or Department official observes behavior or appearance that is characteristic of alcohol or drug misuse. The District is responsible for the cost of this test.

**E. RETURN-TO-DUTY TESTING**

After a driver has tested positive for alcohol or controlled substance use, the driver will be tested before the driver returns to duty. The return to duty test for alcohol must be considered negative under the standards in 49 CFR 382 et seq for alcohol concentration. The return to duty test for controlled substances must result in a verified negative result for controlled substance use. The driver is responsible for the cost of this test. Testing may include both drug and alcohol upon recommendation of SAP.

**F. FOLLOW-UP TESTING**

A driver will be subject to unannounced follow-up testing if the District or SAP determines that the driver needs assistance with alcohol misuse or use of controlled substances. The driver will be subject to unannounced follow-up testing after returning to duty at least 6 times in the first 12 months. The follow-up testing may be extended for up to 60 months following return to duty. The driver is responsible for the cost of each follow-up test. Testing may include both drug and alcohol upon recommendation of SAP.

**6. PROCEDURES**

A. Drug testing will be conducted for marijuana, cocaine, amphetamines, opiates, and phencyclidine (PCP). Urine specimens will be used to test for these drugs. Specimen collection, handling, and testing procedures will be conducted according to the U.S. Department of Health and Human Services (DHHS) and the National Institute for Drug Abuse (NIDA) guidelines. To ensure the accuracy of drug test results, the District will utilize independent laboratories that conform to DHHS and NIDA guidelines. Each urine specimen will be split into 2 parts. One of the 2 parts will be tested. If the first part tests positive for drug concentrations, the second part of the specimen will be tested at a different conforming laboratory. The district is responsible for the cost of these tests.

To ensure accuracy of alcohol test results, tests will be conducted using testing devices approved by the National Highway Traffic Safety Association (NHTSA). The tests will be performed by a trained and certified breath alcohol technical (BAT). If the alcohol concentration is positive under 49 CFR 382 et seq, a second confirmation test must be

conducted. The confirmation test if required, must be conducted using an EBT that prints out the results, date and time, and sequential test number, and the name and serial number of the EBT to ensure the reliability of the results. The confirmation test results determine any actions to be taken.

Applicants and employees required to take drug and alcohol tests will be positively identified before testing. The collection site and procedures will be designed to allow individual privacy and preserve the dignity of each person tested. Direct observation of the urine sample collection will not be required but may be necessary if there is reason to believe a specimen could be tampered with or substituted. The observer, if used, will be the same sex as the person being tested. If a driver tests positive on the alcohol test, district personnel will take the driver home.

All positive drug tests will be reviewed by a medical review officer (MRO), who is a licensed physician with knowledge of substance abuse disorders. The MRO will interpret and evaluate the results of each test, along with relevant medical information about each employee, to determine whether or not a positive test resulted from illegal drug use.

**7. REFUSAL TO SUBMIT AND THE CONSEQUENCES**

Any employee who refuses to take a required test, fails to report for a test when scheduled, or fails to successfully complete a required rehabilitation program will be terminated. Aforementioned "refusals" also include any verified adulterated or substituted test.

**8. CONSEQUENCES FOR VIOLATIONS**

The following will be used as guideline for disciplinary actions resulting from drug and alcohol use by employees in safety sensitive positions as defined by USDOT and FHWA Regulations.

**ALCOHOL-MISUSE**

Employees convicted of DUI while operating a District vehicle will be terminated.

DUI Conviction with Work Permit Issued must complete State imposed or Court recommendations prior to return to work.

DUI Conviction with Loss of License:

Less than 45 days – Refer to SAP and reassignment or Leave Without Pay (LWOP).

More than 45 days – Termination

<b>Type of Test</b>	<b>1<sup>st</sup> Positive</b>	<b>2<sup>nd</sup> Positive</b>	<b>3<sup>rd</sup> Positive</b>
<u>Random</u>	<u>Refer to SAP</u>	<u>*LWOP or Termination</u>	<u>Termination</u>
Reasonable Suspicion	Refer to SAP	*LWOP or Termination	Termination
Return to Duty	N/A	Termination	N/A
Follow-up	N/A	Termination	N/A
Post Accident	Termination	N/A	N/A

\*Criteria for determining discipline:

- a. Time frame since first offense (Under 1 year termination)
- b. Performance record (marginal or poor performance termination)

Employees who test between .02 and .039 will be subject to the following:

- a. 1<sup>st</sup> offense – 1 workday or 24 hour period LWOP
- b. 2<sup>nd</sup> offense – LWOP of 2 to 5 days plus referral to SAP
- c. 3<sup>rd</sup> offense – Termination

Employees who are unable to respond to call back due to alcohol consumption:

- a. 1<sup>st</sup> offense – verbal warning noted to personnel file
- b. 2<sup>nd</sup> offense – written reprimand
- c. 3<sup>rd</sup> offense – LWOP of 1 to 5 days
- d. 4<sup>th</sup> offense – termination

### **DRUGS ON THE JOB**

Employees who test positive for drugs on the job will be terminated and may face legal consequences.

---

<b>Type of Test</b>	<b>1<sup>st</sup> Positive Test</b>
<u>Random</u>	<u>Termination</u>
Reasonable Suspicion	Termination
Return to Duty	N/A
Follow-Up	N/A
Post Accident	Termination

Employees who fail a test will be informed of the results of their test. Employees who fail a test will be required to comply with all specified consequences as a condition of their continued employment.

### **9. GRIEVANCE**

Any employee, who has a grievance due to the application of this policy to the employee's conditions of employment, may file a grievance under the appropriate departmental grievance procedure.

(ADOPTION DATE: January 9, 1996)  
(REVIEWED DATE: May 24, 2004)

## STUDENT CONDUCT ON SCHOOL BUSES/SCHOOL VEHICLES

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

A school bus/vehicle is an extension of the classroom; therefore, the Board will require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Brandon Valley's fleet of buses is equipped with video cameras to record activity on the bus.

The school bus driver shall enforce all school regulations governing the conduct of students from the time the students enter the bus until they disembark from the bus.

In cases when a student does not conduct himself properly on a bus, the bus driver will bring such instances to the attention of the transportation director. The transportation supervisor, operations manager or principal will inform the parents of the misconduct and request their cooperation in checking the student's behavior.

Students who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the district operations manager or superintendent. In such situations, the parents (or the student involved) become responsible for making arrangements for students to travel to and from school safely.

(ADOPTION DATE: April 2, 1982)  
(REVISION DATE: November 11, 1991)  
(REVISION DATE: March 13, 1995)  
(REVISION DATE: March 27, 2000)  
(REVISION DATE: May 24, 2004)  
(REVIEWED DATE: April 14, 2008)

## STUDENT CONDUCT ON SCHOOL BUSES/VEHICLES

School transportation is 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.

The bus driver is an official representative of the school and has full authority to discipline students on the bus. It is the duty of each student who rides the bus to do his/her part to keep the buses in good condition and to abide by the stated rules. To promote safety and to improve discipline, the district has installed video/audio-monitoring systems in the bus fleet.

Violation of these rules could mean a reprimand or cancellation of bus privileges on all buses. If a student is removed from a bus, that student will have to obtain other means of transportation at no expense to the school district.

### Student shall:

1. Follow directions from the driver;
2. Arrive at the bus stop before the bus arrives;
3. Wait in a safe place, clear of traffic and away from where the bus stops;
4. Wait in an orderly line and avoid horseplay;
5. Cross the road or street 10 feet in front of the bus only after the bus has come to a complete stop and upon direction of the driver;
6. Go directly to an available or assigned seat when entering the bus;
7. Remain seated and keep aisles and exits clear;
8. Exhibit classroom conduct at all times;
9. Refrain from throwing or passing objects on, from, or into buses;
10. Be permitted to carry only objects that can be held on his/her lap;
11. Refrain from the use of profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the bus;

12. Refrain from eating, drinking and chewing gum on the bus;
13. Not carry hazardous materials, nuisance items and animals onto the bus;
14. Respect the rights and safety of others;
15. Not interfere with the driver. The bus driver is responsible for the safety and welfare of the students in the bus/school vehicle and shall never be distracted in any way which will interfere with responsible, safe driving;
16. Be quiet at railroad crossings. All school buses/school vehicles must stop for railroad crossings as a matter of safety as well as law;
17. Refrain from extending head, arms or objects out of the bus windows;
18. Refrain from hitching rides via the rear bumper or other parts of the bus;
19. In the event of road emergency, students are to remain in their seats, unless otherwise directed by the bus driver;
20. Refrain from leaving or boarding the bus at locations other than the assigned stops at home or school;
21. Obtain school permission for friends to ride. Non-bus pupils will not be allowed to ride on a bus without administrative permission.
22. The use of electronic devices, including cell phones, is permitted but shall not be used in a manner distracting to the driver. The driver determines what is distracting to his/her ability to safely transport students.

#### INFRACTIONS IN BUS CONDUCT WILL RESULT IN THE FOLLOWING ADMINISTRATIVE ACTION

- A. **First Infraction.** The completion of the Bus Conduct Report will be considered the first infraction of the student rules for conduct on the bus. The Transportation Director will discuss the violation and review the rules with the student. The student will be notified. A copy of the Bus Conduct Report will be sent to the parent/guardian. The situation will be explained to the Parent/guardian and they will be asked to help the student improve his/her conduct on the bus. Kindergarten or younger students will be given two opportunities at this level before proceeding to the "second infraction" below.
- B. **Second Infraction.** The second Bus Conduct Report that is completed will result in the student being suspended from all buses for five (5) school days.

The Transportation Director will talk with the student. The parent/guardian will be notified of the suspension prior to the suspension and a copy of the report will be sent to them.

- C. **Third Infraction.** Upon completion of the third Bus Conduct Report, the student will be suspended from all buses for the remainder of the school year. The Transportation Director will talk to the student and will be notified of the suspension. The parent/guardian will be notified of the suspension prior to the suspension and a copy of the Report will be sent to them.

THE FOLLOWING INFRACTIONS MAY RESULT IN THE IMMEDIATE REVOKING OF A STUDENT'S BUS RIDING PRIVILEGE

1. **Fighting:** Physical violence in an angry or quarrelsome manner with intent to harm another person or to disrupt the process of education while on school property, including parking lot and school buses.
2. **Insubordination:** Refusing to obey; failure to follow instruction or directions of a staff member; defiance; rebelliousness; or lack of cooperation.
3. **Profanity:** Swearing, use of obscene, threatening or flagrantly disrespectful oral or written language, gestures.
4. **Intimidation:** Bullying, threatening attitude and/or sexual harassment of students and teacher/driver.
5. **Destruction or Vandalism of the Bus:** any act relating to the marring, cutting, tearing, breakage or other acts of general destruction of the bus.
6. **Weapons:** Any object designed to inflict harm is prohibited or any use of any object as a weapon with the intent to threaten or cause physical harm

(ADOPTION DATE: April 12, 1982)  
(REVISION DATE: November 11, 1991)  
(REVISION DATE: March 27, 2000)  
(REVISION DATE: May 24, 2004)  
(REVISION DATE: May 27, 2008)  
(REVISION DATE: May 26, 2009)

## SPECIAL USE OF SCHOOL BUSES/SCHOOL VEHICLES

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

Community groups sponsoring "youth programs" may obtain the use of school transportation vehicles. The sponsoring community groups will be required to pay the current rate per mile as determined by the previous year's cost per mile ratio, obtain school approved insurance coverage and obtain the services of a school approved licensed school bus driver. The use of a school bus in a non-school related activity shall not exceed 100 miles from the Brandon Valley School District.

(ADOPTION DATE: April 12, 1982)  
(REVISION DATE: March 27, 2000)  
(REVISION DATE: May 24, 2004)  
(REVISION DATE: November 24, 2008)

## STUDENT TRANSPORTATION

Students eligible for transportation services will be allowed one "AM" stop and one "PM" stop. The stop address must remain constant through the duration of the request. When an early dismissal occurs, the student will be taken to the appropriate "PM" stop. The "AM" stop and "PM" stop must be communicated to the Transportation Department through the use of a completed REQUEST FOR TRANSPORTATION CHANGE FORM. Rotating, variable or biweekly changes in a child's transportation will not be allowed.

All other transportation requests (one time requests) will require a completed REQUEST FOR TRANSPORTATION CHANGE FORM and must receive administrative approval before the change is granted. Notes and phone calls will not be accepted.

Forms may be obtained from and returned to, the bus driver, building administrator, Transportation Department, or Central Administration Office.

The REQUEST FOR TRANSPORTATION CHANGE FORM must be filled out completely with precise information including date, location, address, phone number, etc. and be submitted a minimum of three (3) school days in advance of the change. Forms with ambiguous or incomplete information will be returned to the sender for completion.

Emergency transportation requests such as illness, fire, accident, or death, are to be made to your child's building administrator.

Abuse of change requests or emergency requests will result in denial of these privileges.

ADPOTION DATE: August 8, 1995  
REVISION DATE: May 24, 2004  
REVIEWED DATE: October 27, 2008

**BRANDON VALLEY SCHOOL DISTRICT #49-2**

**REQUEST FOR TRANSPORTATION CHANGE FORM**

(NOTE: To be used when requesting transportation service other than to or from the student's home address.)

STUDENT'S NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

SCHOOL BUILDING:     \_\_\_Brandon Elementary   \_\_\_Valley Springs Elementary  
\_\_\_Fred Assam Elementary   \_\_\_Robert Bennis Elementary   \_\_\_Middle School   \_\_\_High School

PARENT'S OR GUARDIAN'S NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_(H)    \_\_\_\_\_ (W)

EFFECTIVE DATE: \_\_\_\_\_

**A.M. PICK UP**

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

**P.M. DROP OFF**

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

*PARENT'S SIGNATURE:* \_\_\_\_\_

**\*\*NOTE\*\***

This form may be obtained from and returned to your child's bus driver, building administrator, Transportation Department, or Central Administration Office.

ADOPTION DATE: August 8, 1995

REVISION DATE: May 24, 2004

REVISION DATE: November 24, 2008

### **On-Call District Vehicle Usage Policy**

The Maintenance Supervisor, District Custodial Supervisor, the Transportation Supervisor and transportation mechanic are "On Call" in their non-scheduled hours. The district may provide the employee with a vehicle. The employee will operate the vehicle according to the following guidelines:

- Vehicle will be for official use only.
- Gasoline for the vehicle will be provided by the district.
- Vehicle maintenance will be provided by the Transportation Department.
- Daily preventive maintenance will be performed by the individual driver. This includes keeping accurate records of normal usage.
- The vehicle and its equipment/tools will be safeguarded at all times.
- Drivers and passengers of the vehicle will be district employees, with the exception that vehicle operators may find it necessary to transport a family member. This will be permitted as long as the employee is on his/her way to or from an official duty. In any case, vehicle operators must be district employees.
- Full coverage insurance is provided for the vehicle under the district Comprehensive Automobile Liability Policy.

Cc: Classified Personnel Handbook

ADOPTION DATE: April 12, 1982  
REVISION DATE: May 24, 2004  
REVIEWED DATE: October 27, 2008

## FOOD SERVICES MANAGEMENT

The school system will operate a food service program in each school, which will be under the supervision of the Director of Child Nutrition Services.

The child nutrition staff in each school will be directly responsible to the Director of Child Nutrition Services and will cooperate with the principal of the school in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria will rest with the building principal, who may assign appropriate staff to provide supervisory control.

Food services may include breakfast, hot lunches, and a special milk program for kindergartners.

The Board will approve the prices for school meals and milk. The cost of meals will be based on the cost for preparation, serving of food, cost for components of the meal which are neither federally donated commodities or covered by subsidy, and cost for replacement of expendable items. Meals are authorized as a non-profit service to students and staff. Students may bring their lunch and purchase beverages and/or incidental items.

Brandon Valley School District participates in the National School Lunch Program, offering healthy meals every school day.

(ADOPTION DATE: April 12, 1982)

(REVISION DATE: January 22, 1996)

(REVISION DATE: May 24, 2004)

(REVIEWED DATE: October 27, 2008)

## FREE AND REDUCED PRICE FOOD SERVICES

Brandon Valley School District participates in the free and reduced price meals and special milk programs through the National School Lunch Program for families unable to pay the school lunch price.

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: April 12, 1982)

(Revision date: May 24, 2004)

(Reviewed date: October 27, 2008)

## PROPERTY AND CASUALTY 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.

The responsibility for overseeing the district's total insurance program will be delegated to the business manager. The business manager may prepare for review and approval by the Board, specifications for insurance coverage of various types so that the insurance may be placed by competitive bid. Any modification of these specifications, which may be considered necessary because of changes in the law or substantial changes in the school district's exposure values, will be brought before the Board for its consideration and action.

(Adoption date: April 12, 1982)  
(Revision date: May 24, 2004)  
(Reviewed date: October 27, 2008)

## INDEMNIFICATION OF EMPLOYEES

If a claim or action is instituted against an employee arising out of an act or omission occurring within the scope of his employment, the board may indemnify the employee pursuant to SDCL 3-19 for claims not covered by insurance.

Any employee, who intends to request the Brandon Valley School District #49-2 to pay all or a portion of their personal legal fees for actions occurring on the job, shall submit a written request through the administrative chain of command to the Board of Education for consideration prior to obtaining legal council. Board decision shall be based on the individual employee's "Scope of Employment" with the school district.

(Adoption date:      October 28, 1991)  
(Revision date:      May 24, 2004)  
(Reviewed date:     October 27, 2008)