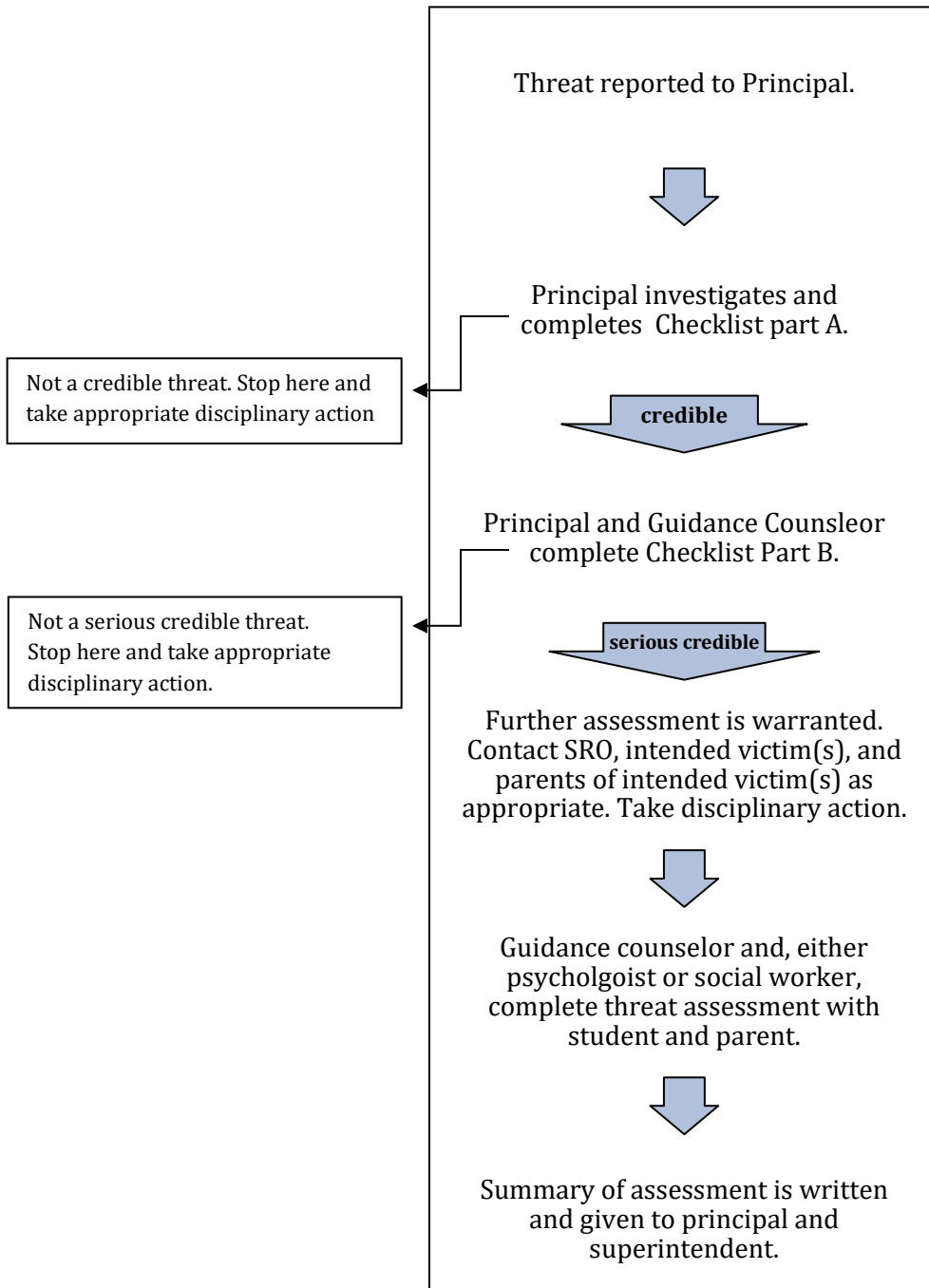


## Flow Chart for Investigation of Threatening Statements or Actions



Student Name \_\_\_\_\_

Date \_\_\_\_\_

School Personnel \_\_\_\_\_

School \_\_\_\_\_

## Parent/Guardian Contact

<b>Designated Level of Risk</b>	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> HIGH	
<b>Notification of</b>	<input type="checkbox"/> Parent(s) _____ <input type="checkbox"/> By Phone <input type="checkbox"/> In Person  <input type="checkbox"/> Administrator _____ <input type="checkbox"/> Teachers (list)  <input type="checkbox"/> School Nurse <input type="checkbox"/> School Resource Officer <input type="checkbox"/> Other _____	
<b>Supervision &amp; Disabling the Plan</b>	<b>At School</b>	<b>Recommendations at Home</b>
	<input type="checkbox"/> Adult Supervision at all times <input type="checkbox"/> Check-in with _____ (who) _____ (when)	
<b>Outside Involvement</b>	<input type="checkbox"/> Recommendation to seek outside services <input type="checkbox"/> Provided list of area resources <input type="checkbox"/> Referred to Region 10 (required if HIGH, recommended if Medium) <input type="checkbox"/> Currently working with _____ <input type="checkbox"/> Other	
<b>Follow-up</b>	Case Manager will meet with student _____ Case Manager will follow-up with parents on _____ Parent will contact Case Manager by _____	

Student Name \_\_\_\_\_

Date \_\_\_\_\_

School Personnel \_\_\_\_\_

School \_\_\_\_\_

## Risk Assessment: Harm to Self

<b>Stress</b>	<input type="checkbox"/> Loss of loved one (Separation, Divorce, Break-up,) _____ <input type="checkbox"/> Loss of peer relationships, break-up with boy/girlfriend _____ <input type="checkbox"/> Family Factors (economic, unemployment, frequent moves, etc.) _____ <input type="checkbox"/> Academic Pressures _____ <input type="checkbox"/> Abuse/Neglect _____ <input type="checkbox"/> Threat of discipline/criminal involvement, etc. _____ <input type="checkbox"/> Other _____	
<b>Symptoms</b>	<input type="checkbox"/> Sad/Depressed <input type="checkbox"/> Angry/Upset <input type="checkbox"/> Anhedonia <input type="checkbox"/> Lonely/Withdrawal <input type="checkbox"/> Ashamed/Embarrassed <input type="checkbox"/> Acting Out <input type="checkbox"/> Guilt/Remorse <input type="checkbox"/> Cutting/Self-Mutilation	<input type="checkbox"/> Lethargy/Insomnia <input type="checkbox"/> Hopelessness <input type="checkbox"/> Alcohol/Drug Use or Inappropriate Rx Use <input type="checkbox"/> Reduced communication w/ _____ <input type="checkbox"/> Weight Loss/Gain (inc. eating disorders) <input type="checkbox"/> Mood Swings/Temper Tantrums <input type="checkbox"/> Making final arrangements (possessions, etc.) <input type="checkbox"/> Other _____
<b>Current Suicide Plan</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	How? <input type="checkbox"/> Gun/Knife <input type="checkbox"/> Pills <input type="checkbox"/> Hanging <input type="checkbox"/> Other _____ When? _____ Where? _____	
<b>Prior Behavior</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	When? _____ Where?_ Why? _____ _____ How? _____	
<b>Resources</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	Who? <input type="checkbox"/> Mom <input type="checkbox"/> Dad <input type="checkbox"/> Sibling _____ <input type="checkbox"/> Relative _____ <input type="checkbox"/> Friend _____ Is he/she aware of the suicidal intent? <input type="checkbox"/> Yes <input type="checkbox"/> No Additional Resources Discussed: _____	
<b>RISK ESTIMATION</b> <input type="checkbox"/> Low (Monitor/Notify Parents/Contract/Provide Resources) <input type="checkbox"/> Medium (Monitor/Notify Parents/Contract/Provide Resources) <input type="checkbox"/> HIGH (Supervise/Meet with parents/Contract/Make Referral)		

*\*The following is to be used as a guide. Always defer to professional, clinical judgment and air on the side of caution.\**  
Low Risk – Thoughts of death, no intent or risky behavior. Strong protective factors. Reasons for Living > Reasons for Dying.  
Medium Risk – Suicidal ideation with a plan, but no intent. Some protective Factors. Reasons for Living ≥ Reasons for Dying.  
HIGH Risk – Potentially lethal suicide attempt or persistent ideation with strong intent or suicide rehearsal.  
 INTENT, PLAN, LETHAL MEANS. Reasons for Living < Reasons for Dying.

## Threat Assessment Checklist (Part A)

*To be completed by Administrator*

Date:

Student Name:

DOB:

Grade:

Date of Incident:

Principal:

Description of Incident: (setting, time, witnesses)

1. What was the trigger for the threat?

2. Was the threat verbal or written? (circle one)

3. What kind of threat was made? (circle one) \*see definitions

*Direct Threat      Indirect Threat      Veiled Threat      Conditional Threat*

4. What was the intent of the threat? (circle one)

*Joke/Figure of Speech    Impulsive Statement    To Defend Self    To Intimidate Others    Real*

5. How did the victim perceive the threat? (circle one)

*Joke/Figure of Speech    Impulsive Statement    To Defend Self    To Intimidate Others    Real*

6. How did witnesses perceive the threat? (circle one)

*Joke/Figure of Speech    Impulsive Statement    To Defend Self    To Intimidate Others    Real*

7. Does the student have a plan (date, place, time, victim)? Yes / No

- If Yes, please elaborate:

8. If yes to 7: Does the student have access to the plan? Yes / No

- If Yes, please elaborate:

9. Is further assessment needed? Yes/ No (If yes proceed to part B)

### ***\*Threat Definitions***

*Direct threat:* identifies a specific act against a specific target and is delivered in straightforward, clear, and explicit manner. Ex. “I am going to place a bomb in the school’s gym.”

*Indirect threat:* tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal. Ex. “If I wanted to, I could kill everyone at this school!” While violence is implied, the threat is phrased tentatively—“If I wanted to”-- and suggests that a violent act could occur, not that it will occur.

*Veiled threat:* is one that strongly implies but does not explicitly threaten violence. Ex. “We would be better off without you around anymore.” It clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.

*Conditional threat:* is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met. Ex. “If you don’t pay me one million dollars, I will place a bomb in the school.”

## **Threat Assessment Checklist (Part B)**

*To be completed by Administrator & School Counselor*

1. Does the student have a history of making threats? Yes / No
  - If Yes, please elaborate:
  
2. Does the student have a history of violent/aggressive behavior? Yes / No
  - If Yes, please elaborate:
  
3. Does the student have a history of engaging in bullying behavior? Yes / No
  - If Yes, please elaborate:
  
4. Does the student have history of being teased/bullied? Yes / No
  - If Yes, please elaborate:
  
5. Has the student experienced any recent stressors/losses? Yes / No
  - If Yes, please elaborate:
  
6. Does the student have a history of being dishonest? Yes / No
  - If Yes, please elaborate:
  
7. Does the student have a diagnosed disability (medical or mental health)? Yes / No
  - If Yes, please elaborate:
  
8. Is the student currently taking any medication? Yes / No / Unknown
  - If Yes, please elaborate:

9. Does the student have a history of substance abuse? Yes / No

○ If Yes, please elaborate:

10. Has the student ever threatened to hurt him/herself? Yes / No

○ If Yes, please elaborate:

11. Is the student receiving Special Education services? Yes / No

○ If Yes, please elaborate:

12. Does the student have a support system? Yes / No

○ If Yes, please elaborate:

13. Any other concerns about the student?

**A referral for a complete threat assessment is warranted.** Yes/ No

(If yes, please answer the following two questions and use this form as your referral for further evaluation.)

1. What information do you hope to gain from the assessment?

2. What will you do with the information?

(For example, use it for discipline committee, school board, etc...)

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Principal

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School Counselor

## Threat Assessment Summary

<b>Date of Assessment:</b>				
<b>Student:</b>				
<b>DOB:</b>				
<b>Interviewed by:</b>				
<b>Statement of event resulting in referral:</b>				
<b>Student’s perspective of event resulting in referral:</b>				
<b>Relevant background information:</b>				
Student Characteristics	Poor	Adequate	Strong	Comments
The ability of the student to respond to frustrating situations.				
The ability to cope with conflicts, disappointments, failures, insults, or other stresses in everyday life.				
The ability to express anger appropriately.				
The ability to be resilient after a setback, failure, perceived criticism, disappointment, or other negative experience.				
The ability to respond to rules, instruction, or authority figures.				
The ability to demonstrate empathy for the feelings of others.				
The ability to demonstrate a positive and accepting attitude toward others.				
The ability to accept responsibility for actions or behaviors.				
The ability of the student to make and maintain friendships.				
The ability of the student to make and maintain “love” relationships.				
The ability of the student to maintain a normal sleeping routine and have enough daytime energy for life activities.				



Area	Low	Moderate	High	Comments
The level of alienation the student feels from – Peers Family School Staff				
The level of self-confidence the student feels about – Academic Sports Other Areas				
The amount of different of changed behaviors or attitudes within the last 3 to 6 months.				
The level of fascination or involvement with violence filled entertainment.				
The number of negative role models either real or media.				
The level of turbulence within the family and between the student and parents.				
The degree to which the student has access to weapons.				
The amount of supervision or monitoring done by the caregivers.				
The amount of involvement with agencies outside of school (courts, social services, etc).				
Degree of academic success historically and currently.				
The amount of drugs and/or alcohol.				
The number and quality or outside interests.				
<p>Overall level of cooperation with this assessment</p> <p>Student: Poor Guarded Fair Good Excellent</p> <p>Parent(s): Poor Guarded Fair Good Excellent</p>				
Strengths:				
Concerns:				

**Threat Risk: (check the one that applies)**

\_\_\_\_\_ *Low Level of Threat* (threat is vague and indirect; information contained within the threat assessment is inconsistent; implausible or lacks detail; threat lacks realism; content of the threat suggests person is unlikely to carry it out)

\_\_\_\_\_ *Medium Level of Threat* (threat is more direct and more concrete than a low level threat; working in the threat suggests that the person making the threat has given some thought to how the act will be carried out, there may be a general indication of possible place and time; there is no strong indication that the person making the threat has taken preparatory steps – although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility; there may be specific statements seeking to convey that the threat is not empty)

\_\_\_\_\_ *High Level of Threat* (threat is direct, specific, and plausible; threat suggests concrete steps have been taken toward carrying it out)

Recommendations:

\_\_\_\_\_  
School Counselor

\_\_\_\_\_  
Psychologist/Social Worker

Original to school administrator, copy to superintendent, copy for interviewer's file, and copy to parents if requested.

## GUIDELINES GOVERNING THE FUNCTION OF THREAT ASSESSMENT TEAMS

Pursuant to Policy EBB and Code of Virginia 16.1-301 and 22.1-79.4 Threat Assessment Teams will be established for each school. The Teams will assess and intervene with students whose behavior may pose a threat to the safety of school, staff or students. The Threat Assessment Team members shall be considered the superintendent's designee (s) for the purpose of parent/guardian contact.

Threat Assessment Teams shall consist of persons with expertise in the following areas:

- Counseling
- Instruction
- School Administration
- Law Enforcement

Each Team shall be responsible for:

- Providing guidance to students, faculty and staff regarding recognition of threatening behavior that may represent a threat to the community, school or self.
- Identify members of the school community to whom threatening behaviors should be reported. Refer to Policy JHH and Regulation JHH-R.
- Maintaining confidentiality regarding all student information related to threats and potential threats.

After determining a threat, and using regulation JHH-R, "Procedures for Responding to Threats of Harm to Self or Others" a team member or members will (document using Parent/Guardian Contact form):

- Contact parent/guardian and provide name and position in school
- Inform parent/guardian of the current concerns with their child regarding harm to self or others
- Assure the parent/guardian that their child is currently safe
- State legal requirement for the call – Va. Code 22.1-272.1
- Ask parent/guardian if they are aware of their child's current mental state
- Ask parent/guardian if they have obtained or wish to obtain counseling for their child
- Provide names of community counseling resources if appropriate and offer to facilitate the referral
- Determine the parent/guardian's intent to seek appropriate services for their child
- Coordinate with parent/guardian to assure safe transportation home.

In cases where the threat is deemed to be so severe that additional information is needed to appropriately transition students back to the educational environment, building level administrators shall use the Threat Assessment Protocol (forms attached). Protocol results will be reported to the Superintendent.

Adopted: September 2013

## SCHOOL SAFETY AUDITS

Each school within the division shall conduct school safety audits using the item-list developed by the Superintendent of Public Instruction.

For the purposes of this regulation, a “safety audit” means an assessment of the safety conditions in each public school to (i) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (ii) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses may include recommendations for structural adjustments, changes in school safety procedures, and revisions to the School Board’s standards for student conflict.

The Superintendent shall maintain a list of division schools which have completed the safety audit pursuant to this regulation.

Adopted: June 10, 1998

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Legal Refs: Virginia Code §22.1-278.1

## STUDENT CONDUCT ON SCHOOL BUSES

### Transportation of Students

The Board of Education may furnish transportation to resident students enrolled in the schools of the division who satisfy the following requirements:

1. Reside within the attendance area of the school(s) served;
2. Reside beyond approved walking distances;
3. Are present at authorized points for student pick-up at the designated time; and
4. Comply with division standards and regulations in their conduct and behavior.

### Student Conduct on School Buses

In the interest of the safety and welfare of school bus passengers, the Board of Education desires the Superintendent of schools and his designees to establish and enforce strict school bus discipline and safety regulations. Students who do not conform to all regulations and directives concerning discipline, safety and conduct or whose behavior could be detrimental to the safety or welfare of others or the safe operation of the bus may have their bus riding privileges suspended or revoked in accordance with this policy.

### Procedural Guidelines

Anyone refusing to abide by the bus rules listed in the section on bus rules, will be subject to the following disciplinary procedures:

1. On the first violation of bus rules the driver will warn the student unless the incident is serious enough to report to the principal or his/her designee.
2. On the second violation the driver will report the incident to the principal or his/her designee who will instruct and warn the student. The principal or the designee will inform the parents immediately of misconduct and request their cooperation in changing the student's behavior. If the incident is of a serious nature, the student could be suspended on the first offense.
3. On the third violation of bus rules the driver will report the incident to the principal or his/her designee and a one to three (1 to 3) day suspension of his/her riding privileges will be enforced. A parent conference will be required if deemed necessary.
4. On the fourth violation of his the driver will report the incident to the principal or his/her designee and a three to five (3 to 5) day suspension of his/her riding privileges will be enforced by a parent conference.
5. On the fifth violation of bus rules the driver will report the incident to the principal or his/her designee at which time a Disciplinary Committee will meet consisting of Assistant Superintendent, Principal or Assistant Principal, Director and Assistant Director of Transportation, School Social Worker, Bus Driver (if needed).

6. In situations where a bus driver feels that allowing a student to ride the bus would endanger the safety of other children or the safe operation of the bus the driver may choose to ask that the student be denied bus privileges by contacting the Assistant Director of Transportation. If bus privileges are denied the Disciplinary Committee will meet to decide further action in this matter.
7. When it is deemed necessary for a student to appear before the School Board, parents will be requested to appear with the student, parent and student will be notified of date and time of the meeting.

This policy and applicable regulations shall not be limited in their application to bus riding privileges alone, but shall also extend to all district provided or supervised transportation. Disorderly conduct by students at bus stops shall be reported and acted upon in the same manner as misconduct on buses.

Nothing contained in this policy shall preclude the imposition of other disciplinary measures as appropriate, including suspension or expulsion from school, in accordance with other division policies and procedures.

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Cross Refs.: JFC Student Conduct; JGD/JGE, Student Suspension/Expulsion; Transportation Handbook

STUDENT TRANSPORTATION SERVICES

THIS AGREEMENT made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between \_\_\_\_\_, hereinafter called \_\_\_\_\_, party of the first part; and Greene County School Board, hereinafter called "School Board", party of the second party;

WITNESSETH THAT:

WHEREAS, the community known as \_\_\_\_\_ situated in Greene County, Virginia, is a private residential community served by private roads; and

WHEREAS, approximately \_\_\_\_\_ children of school age now reside at \_\_\_\_\_ and attend public schools in Greene County, Virginia; and

WHEREAS, the parties hereto deem it desirable that school bus(es) owned and operated by the School Board should enter \_\_\_\_\_ and use the private roads in order to transport children of school age to and from the Greene County Public Schools; and

WHEREAS, certain agreements have been entered into relating to the operation of school buses within \_\_\_\_\_.

NOW THEREFORE, for and in consideration of the premises and in consideration of the mutual benefits to be obtained by the parties, it is agreed as follows:

1. The \_\_\_\_\_ hereby grants to the School Board the right to enter into \_\_\_\_\_ and to operate its school bus(es) upon the private roads serving \_\_\_\_\_ for the purpose of transporting children to and from public schools in Greene County, Virginia.
2. The \_\_\_\_\_ further agrees the emergency vehicles and police officers (County and/or State) shall have the right to enter \_\_\_\_\_ and to use the private roads for the purposes of providing emergency service and investigating accidents arising out of the operation of school buses within \_\_\_\_\_.
3. The \_\_\_\_\_ further grants to the School Board, its servants and agents, the right to enter \_\_\_\_\_ and the right to use the private roads for the purpose of checking the roads, repairing disabled buses and conducting such other necessary business as normally relates to the operation of school buses traveling on public highways.
4. It is understood and agreed that the School Board shall maintain liability insurance on its school buses and its drivers and that said coverage shall apply when the school buses are being operated within \_\_\_\_\_.

5. The \_\_\_\_\_ hereby agrees to provide a snow removal procedure consistent with such service provided on comparable public roadways. The School Board reserves the right to not serve any area of \_\_\_\_\_ with school bus service during periods of severe weather conditions which would impose a dangerous situation to the bus, the driver or students.

6. The \_\_\_\_\_ hereby agrees to release, and does hereby release, discharge and hold harmless the School Board, its servants and agents, from any claims which the Association might have at any time in the future for damages to the private roads, curbs, gutters, vegetation or other areas provided for the use of vehicles at \_\_\_\_\_ arising out of the operation of school buses at \_\_\_\_\_.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed this the day and year first above written.

By \_\_\_\_\_  
Party of the First Part

ATTEST:

\_\_\_\_\_

By \_\_\_\_\_  
Party of the Second Part

ATTEST:

\_\_\_\_\_



## REPRODUCTION OF COPYRIGHTED MATERIALS

## INTERPRETATION FOR EDUCATORS IN GREENE COUNTY SCHOOLS

Introduction

Teachers and administrators in Greene County Schools desire to provide students with access to quality materials at the lowest cost possible. The copyright law does provide fair use limits for educators who need to use copyrighted works. This document represents the interpretation of the Copyright Law for Greene County Schools (classified as nonprofit educational institutions). The best option is to plan in advance and to receive written permission from publishers to use copyrighted material. In seeking such permission the request should include:

1. title, author(s), or editor(s), edition number
2. exact amount (pages) of material to be used, preferably including a photocopy of the material involved
3. number of copies to be made
4. description of how material will be used, for what purpose and/or course and frequency of use if for more than one occasion
5. type of duplication (photocopy, ditto, etc.)

PhotocopyingSingle Copy

Teachers preparing to teach a class may make or request to have made a single copy of:

- a book chapter
- an article from a newspaper or periodical
- a short story, essay, or short poem
- a chart, graph, digram, cartoon, drawing, or picture from book, periodical, or newspaper

Multiple Copies:

Teachers desiring to duplicate a copy of a work for EACH student must include a notice of copyright with each copy AND meet these three tests:

1. BREVITY TEST: for POETRY; a copy of a poem if less than 250 words and if printed on no more than two pages or, no more than 250 words if from a longer poem;  
For PROSE; any complete story, essay or article under 2,500 words OR excerpts of not more than 1,000 words of 10% of the work; for SPECIAL, SHORTER WORKS, so designated because they contain illustrations (eg. children's stories) may not be copied in their entirety even though they contain less than 2,500 words. Educators may NOT copy more than two published pages containing no more than 10% of the text.

For ILLUSTRATIONS; no more than one chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue.

2. SPONTANEITY TEST: “Inspiration and decision to use the work” must occur so soon prior to classroom use that it would not be feasible for the teacher to write for and receive permission to duplicate the material. The teacher must request the copying and not as directed by an administrator.
3. CUMULATIVE EFFECT TEST: Copies of the material must be for only one course in the school in which copies are made;  
No more than one short poem, article, story, essay or two excerpts may be copied from the same author;  
No more than three copies from the same collective work or periodical during one class term; there must not be more than nine instances of such multiple copying for one course during one class term.

#### Prohibited Copying

Some uses are prohibited regardless of the otherwise permissible copying.

- Educators may not create through photocopying their own anthologies, compilations or collective works whether brought together in one collection or reproduced and used separately.
- Copying must NOT substitute for the purchase of books, periodicals, or reprints. **THIS ESPECIALLY APPLIES TO THE DUPLICATION OF “CONSUMABLE” MATERIALS SUCH AS WORKBOOKS, TEST BOOKLETS, AND STANDARDIZED TESTS WHICH MAY NOT BE DUPLICATED.**
- The teacher must not duplicate the same item from one term to another

#### Music

(See also: Audio Visual Materials- Audio Disc, Cassettes, Tape Recordings)

#### Permissible Copying

- Educators are permitted to make copies of music in an emergency defined as “replace purchased copies which for any reason are not available for an IMMINENT performance AS LONG AS replacement copies are purchased later.

- For academic purposes other than performances, a teacher or researcher may duplicate a single copy of an “entire performable unit” (section, movement, aria, etc.) if that unit is unavailable except in a larger work and if it is out of print, as confirmed by the copyright proprietor. For other nonperformance educational purposes, multiple copies of no more than 10% of the whole work may be made as long as the copying should not exceed one copy per student.
- Printed copies of purchased music may be edited or simplified EXCEPT alterations or addition of lyrics.
- A single copy of a sound recording of copyrighted music may be made for use in “constructing aural exercises or examinations”—THIS APPLIES TO THE COPYRIGHT OF THE MUSIC ITSELF AND NOT TO ANY COPYRIGHT THAT MAY EXIST IN THE SOUND RECORDING.
- A single copy of a recording of performance(s) by students is permissible for evaluation or rehearsal purpose and may be retained by the teacher or educational institution.

#### Prohibited Copying

- “To create or replace or substitute for anthologies, compilations, or collective works.”
- Copying from works intended to be “consumable” such as workbooks, exercises, standardized tests and answer sheets.
- For performance except as above.

#### Photocopying by Library Media Staff

In addition to the above requirements, the library media center may make copies only under the following conditions:

- It may duplicate in facsimile form a published, copyrighted work that is damaged, deteriorating, lost or stolen if a reasonable effort determines no possibility for replacement.
- Recordings are to be shown to students no more than twice during the 10-day period. The second time for instructional reinforcement only.
- After the 10-day period the recordings may be viewed only by teachers.
- If several teachers request videotaping of the same program, duplicate copies are permitted. (ALL copies are subject to the same restrictions as the original).
- Off-air recordings may not be physically or electronically altered or combined with others to form anthologies, but do not have to be shown in their entirety.
- Schools may not build library collections of videotapes of television programs.

#### From Public Broadcasting Services

Four public broadcasting services drew up a joint policy statement that allows schools specific videotaping privileges for their production: Public Broadcasting Service, Public Television Library, Great Plains National Instructional Television Library, Agency for Instructional Television. Educators may record broadcasts from these agencies on the following conditions:

- Recordings may be made only by students, faculty or staff members in accredited, nonprofit education institutions.
- May be used only for instruction or educationally related activities in a classroom, laboratory, or auditorium.
- May be used only in the school for which they were made.
- The recordings may be used “only during the seven day period of local ETV and educational broadcast licensed by the distribution agency, and will be erased or destroyed immediately at the end of the period.”
- ALL REQUESTS FOR TAPING MUST COME DIRECTLY FROM TEACHERS AND MUST BE SHOWN ONLY TO STUDENTS AND FACULTY FOR INSTRUCTIONAL PURPOSES.

#### Television Broadcasts Taped by Teachers

- At this time there is no specific court ruling or legislation directly addressing this particular activity. The 1984 U.S. Supreme Court Sony decision affirmed the right of individuals to use videocassette recordings in their homes. This right was upheld primarily on the basis of “private, noncommercial time-shifting in the home.” The majority did not address the use of privately taped programs for public performances or for educational purposes.

#### Videocassette Programs Rented, Purchased or Taped at Home by Teachers

- Programs must relate to specific objectives in the classroom program of studies and/or SOL's.
- Programs may NOT be used for recreational or entertainment purposes.
- Programs purchased by the school or teacher and marked “For Home Use Only” may be used in the classroom if directly related to the instructional goals.
- Programs rented by the teacher and marked “For Home Use Only” may not be used in the classroom UNLESS the merchant provides a WRITTEN and SIGNED release form giving permission for classroom use.
- Use of programs from direct broadcast must be approved by the principal, division level curriculum specialists or department chairperson.

Penalties for Infringement of Copyright

- EDUCATORS, EDUCATION INSTITUTIONS, AND SCHOOL DIVISIONS MAY BE SUED IF THEY VIOLATE OR INFRINGE THE RIGHTS OF COPYRIGHT.
- The legal or insurance protection of Greene County Schools will not be extended to employees who knowingly violate copyright laws.
- The copyright law specifies a normal penalty of from \$250 to \$10,000 in statutory damages for each violation, but the penalty can be as much as \$50,000 for a willful violation. Even if a defendant is judged not to be in violation of the law, court costs and attorneys' fees must be borne by individual and/or organization charged with the copyright infringement.
- Educators should be aware that criminal charges of copyright violation can be brought. Those found guilty of "willfully infringing a copyright for private or commercial financial gain, could be fined up to \$10,000 or imprisoned for up to one year or both."

Adopted: August 11, 1993