

SECC OFFICE OF EDUCATION

RED BOOK



**Guidelines and Policies
for the Administration of
School Health &
Safety**

Southeastern California Conference of Seventh-day Adventist
www.secceducation.org
11330 Pierce Street, Riverside, CA 92505
951-509-2307

2023
(8/14/23)

Table of Contents

Section A: Student Health

- A-1 Student Health Records
- A-2 Immunizations
- A-3 Medical Exams
- A-4 Dental Health Assessment
- A-5 Vision and Hearing Screening
- A-6 Student Injuries and Consent to Treatment
- A-7 Administering Medication
- A-8 Student Illness (When to Stay Home)
- A-9 Infectious Bloodborne Disease Policy
- A-10 Bloodborne Pathogens
- A-11 Head Lice
- A-12 Peanut Allergies
- A-13 Outdoor Air Quality
- A-14 Plants
- A-15 Seizures or Epilepsy

Section B: Student Safety

- B-1 Child Abuse/Mandated Reporting
- B-2 Harassment & Sexual Misconduct Policies
- B-3 Bullying Prevention
- B-4 Playground Supervision
- B-5 Microwave Use
- B-6 Classroom Pets

Section C: Employee Health & Safety

- C-1 Safety Training
- C-2 Background Check
- C-3 Health Records & Expectations
- C-4 Harassment and Sexual Misconduct Policies
- C-5 Personnel Conduct and Behavior Expectations
- C-6 Injury and Illness Prevention Program
- C-7 Student Workers

Section D: Field Trip & Volunteer Safety

- D-1 General Field Trip Planning Guidelines
- D-2 Transportation Safety/Vehicle Use
- D-3 Volunteer Definitions & Requirements

Section E: Campus Safety

- E-1 Campus Safety Overview
- E-2 Campus Safety Inspection
- E-3 Emergency Operations Plans
- E-4 Classroom Fire Safety
- E-5 Ladder Safety
- E-6 Gym Floor Tarps
- E-7 Chemical Safety
- E-8 Safety Guidelines for Custodial & Maintenance Workers
- E-9 Ergonomics
- E-10 Golf Cart Safety

Section F: ECE Specific Guidelines

- F-1 Immunizations
- F-2 Physical Exams

Section A: Student Health

A-1: Student Health Records

The following guidelines should be followed with regard to Student Health records:

1. All health-related documents should be kept in the red Health Records folders.
2. Health Records folders should be kept in a separate, secure drawer or cabinet.
3. Disclosure of confidential health information within the school should be limited to information necessary to benefit the student's health or education; follow the need-to-know principle. Schools should document a list of staff positions that will have access to health records.
4. The blue Immunization Record is considered part of the student's education record. It should be forwarded by your school along with other education records upon request of the school in which the student enrolls or intends to enroll. An exact copy of the Immunization Record should be kept at your school indefinitely.
5. If not requested by another school, other student health records can be destroyed during the third year after the student has left the school or their usefulness ceases.
6. Additional student health records may also be forwarded as requested by the receiving school.
7. A Consent to Treatment form must be taken on every field trip. It may be done in one of two ways:
 - a. A simple consent-to-treatment containing no personal medical information may be added to each field trip permission slip. The advantages are that emergency phone numbers are likely to be more up-to-date, and chaperones may carry the information with them unrestricted.
 - b. If the school's standard Consent to Treatment forms are taken on a field trip, the forms should be put in a sealed envelope if given to anyone other than the teacher, only to be opened if needed for an emergency.

While most of the provisions of the Health Insurance Portability Act of 1996 (HIPAA) do not apply directly to our schools, they provide ethical guidelines that will help protect the privacy of students' health records.

HIPAA regulations affect the schools in other ways. For example, medical facilities and personnel cannot fax medical excuses, forms to allow medicines given out at school, or verification of medical appointments without prior written authorization from the patient or the patient's representative. Schools are not to provide medical information to any non-school entity without prior written authorization, except in the case of an emergency.

A-2: Immunizations

To prevent the spread of vaccine-preventable diseases, the California School Immunization Law requires that children receive a series of immunizations before entry into schools, child-care centers, and preschools.

To comply with this law, schools must follow these steps:

1. Require parents to present the child's immunization record before their child attends school, usually during school registration.
2. Look for provider-documented immunizations recorded on the child's immunization record, copy those dates that are verified (must have a signature or stamp for each valid dose) onto the California School Immunization Record (blue card) and keep this record in the student's red health file.
3. Assess the child's immunization status using the California Immunization Requirements for Grades K-12. If an immunization is needed now, advise parents that their child must get the immunization(s) before the student can start school. It is recommended that schools use the form, Notice of Immunizations Needed, to clearly identify for families the immunization information needed.
4. Follow up on children who are up-to-date today but will need additional required immunizations in the future.
5. The fifth and final step is to report immunization records for students in Kindergarten and 7th grade in the Fall each school year.

Requirements

All official documentation and requirements can be found here:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/shotsforschool.aspx>

“California Immunization Handbook” can be accessed here:

<https://eziz.org/assets/docs/shotsforschool/IMM-365.pdf>

The basic vaccine requirements can be found in the document: “California Immunization Requirements for K-12th Grade” and can be accessed here:

<https://eziz.org/assets/docs/IMM-231.pdf>

“Parents Guide to Immunizations Required for School Entry” can be accessed here:

<https://eziz.org/assets/docs/IMM-222School.pdf>

“Vaccine Catch-up for Schools” graphic can be accessed here:

<https://eziz.org/assets/docs/IMM-1265.pdf>

“Notice of Immunizations Needed” letter can be accessed here:

<https://eziz.org/assets/docs/IMM-1140.pdf>

NOTE: The last four links are the main documents you may need to provide families. We are unable to provide copies of those documents below due to formatting issues it creates. The links above take you directly to those documents that can easily be downloaded.

Reporting

Reporting documents and links to submit report for Kindergarten can be accessed here:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/reporting-K.aspx>

Reporting documents and links to submit report for 7th grade can be accessed here:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/reporting-7thgrade.aspx>

Exemption Requests

All immunization exemption requests must be processed through the following website:

<https://cair.cdph.ca.gov/exemptions/home>. No exemptions will be allowed otherwise.

Detailed information to provide parents seeking an exemption can be accessed here:

<https://eziz.org/assets/docs/shotsforschool/IMM-1363.pdf>

A-3 Medical Exams

Physical examinations are required of all students in the Pacific Union Conference (Ed. Code A-23-116) as follows:

1. Upon entering school for the first time
2. At grade 7 (this shall include a scoliosis examination)
3. At least once in grades 9 through 12 (recommended to be done prior to 10th grade. Varsity physicals for high school athletics may be counted as meeting this requirement.)

A physical examination shall be considered current, except the scoliosis examination, if done not more than twelve months prior to any of the above required dates, and the report is submitted to the school.

When a student transfers, the receiving school should request the health record from the former school of attendance. (Pacific Union Conference Education Code A26-112)

All students should have at least one physical exam fully completed and on file with their health records.

The next two pages contain sample documents to be filled out:

1. Student Medical Record
2. Physician's Examination

STUDENT MEDICAL RECORD

Only designated staff, such as the school nurse or physician, will have access to the completed form. This form will be stored in a locked file.

Name _____ Birth Date _____

Address _____

Name of Father _____ Name of Mother _____

History (past illnesses and allergies. Please check those he/she has had.)

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Rheumatic Fever | Allergies: |
| <input type="checkbox"/> Chicken Pox | <input type="checkbox"/> Scarlet Fever | <input type="checkbox"/> Asthma |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Tuberculosis | <input type="checkbox"/> Hay Fever |
| <input type="checkbox"/> Diphtheria | <input type="checkbox"/> Whooping Cough | <input type="checkbox"/> Insect Bites |
| <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Ear Infections | <input type="checkbox"/> Penicillin |
| <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Other | <input type="checkbox"/> Other Drugs |
| <input type="checkbox"/> Measles | | |

Explain briefly factors such as surgeries, serious accidents or injuries, congenital defects, which may affect the child's school experience.

Indicate physical problem by check: Hearing Heart Sight Speech

Other _____
SPECIFY

IMMUNIZATIONS – An official record of immunizations must accompany this medical record for all students entering school for the first time in the United States regardless of grade level. Records considered official are:

State Immunization Record

Health Provider Record – must have signature, stamp, or initials next to each date.

Physician's Record

County Health Department Record

Official Immunization Record from another state

School Immunization Record

TB testing for children is no longer required by the state of CA for school entry. If TB risk factors or TB symptoms are identified in some students, the school may require that student to get TB screening.

Optional:

TB Screening for Risk Factors: _____/_____/_____

_____ No Risk Factors – no further testing required

_____ Yes, Risk Factors present

PHYSICIAN'S EXAMINATION*

Height _____ Weight _____ Blood Pressure _____

	Normal	Abnormal	Not Examined	
Skin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Eyes, vision, glasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Ears, hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Nose and throat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Mouth, teeth, speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Glands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Chest, lungs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cardiovascular, heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Abdomen, enlargement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
tenderness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
hernia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Spine, back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Scoliosis for Grade 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Extremities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Genitourinary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Nervous System, reflexes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Nutritional status and general appearance of the child

Recommendations for additional medical or dental care _____

This student may participate in a normal physical education program which includes such activities as running, jumping, tumbling. Yes No

If student must be restricted from participating in activities such as are listed above, please indicate physical activities that may be permitted.

Date _____ Physician's Signature _____

Address _____

*To be completed by the family physician and kept on file at the school for all children, a) entering school for the first time, b) at grade seven (this should include the scoliosis examination), c) at least once in grades nine through twelve

A-4 Dental Health Assessment

Southeastern California Conference requires children to have a dental check-up prior to their first year in school, at kindergarten or first grade. The ultimate goal of this program is to establish a regular source of dental care for every child, as well as identify children who need further examination and dental treatment.

The dental evaluation must be completed by a licensed dental professional (dentist, dental hygienist or registered dental assistant with supervision). The California Dental Association encourages "member dentists to offer to complete dental screenings in their offices for children, free of charge as a public service, when parents do not choose to schedule comprehensive dental examinations for their child, but instead request the minimum assessment required." Involving parents directly in this process opens up the important opportunity for them to become educated about the condition of their child's oral health, the consequences if disease is not treated, and the benefits of ongoing care.

The following contains wording of a sample letter you can send home to parents informing them of the oral assessment requirement. Following the letter is the sample, "Oral Health Assessment Form" to be filled out by a dentist.

Dear Parent or Guardian:

To make sure your child is ready for school, your child is required to have an oral health assessment (dental check-up). This assessment can be given within 12 months of entering your child in either kindergarten or first grade, whichever is his or her first year in school. The assessment must be done by a licensed dentist or other licensed or registered dental health professional.

Take the attached Oral Health Assessment Request form to the dental office, as it will be needed for your child's check-up. You can get more copies of the necessary form at your child's school. Schools are required to maintain the privacy of students' health information.

Remember, your child is not healthy and ready for school if he or she has poor dental health! Here is important advice to help your child stay healthy:

- Take your child to the dentist twice a year.
- Brush teeth at least twice a day with toothpaste that contains fluoride.
- Choose healthy foods for the entire family. Fresh foods are usually the healthiest foods.
- Limit candy and sweet drinks, such as punch or soda. Sweet drinks and candy contain a lot of sugar, which causes cavities and replaces important nutrients in your

child's diet. Sweet drinks and candy also contribute to weight problems, which may lead to other diseases, such as diabetes. The less candy and sweet drinks, the better!

Baby teeth are very important. They are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school. Tooth decay is an infection that does not heal and can be painful if left without treatment. If cavities are not treated, children can become sick enough to require emergency room treatment, and their adult teeth may be permanently damaged.

Many things influence a child's progress and success in school, including health. Children must be healthy to learn, and children with cavities are not healthy. Cavities are preventable, but they affect more children than any other chronic disease.

If you have questions about the oral health assessment requirement, please contact the school office.

Sincerely,

Oral Health Assessment Form

Your child is required to have an oral health assessment before entry into kindergarten or first grade, whichever is his or her first year of school. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional. Oral health assessments that have been done within the 12 months before your child enters school also meet this requirement.

SECTION 1 To be completed and returned to the school by the parent or guardian

_____	_____	_____	_____
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>D.O.B.</i>

<i>Street Address</i>	<i>Apt#</i>	<i>City</i>	<i>Zip Code</i>

<i>School:</i> _____	<i>Teacher:</i> _____	<i>Grade:</i> _____	
_____		_____	
<i>Print Parent/Guardian Name</i>	<i>Parent/Guardian Signature</i>		

SECTION 2 To be completed by the dental professional conducting assessment

Oral Health Data Collection	YES	NO
1. Visible Caries and/or filling present:	<input type="checkbox"/>	<input type="checkbox"/>
2. Visible Caries present:	<input type="checkbox"/>	<input type="checkbox"/>
1. Treatment Urgency:	<input type="checkbox"/> No obvious problem found	
	<input type="checkbox"/> Early dental care recommended	
	<input type="checkbox"/> Urgent care needed	

Dental professional's signature

Date

A-5 Vision and Hearing Screening

Vision and hearing screenings should be conducted in schools for all students in the following grades:

Vision - K, 2, 5, 8

Hearing - K, 2, 5, 8, 11

Additionally, any children who are suspected of having vision problems and/or whose school performance begins to give evidence that existence of the problem might be caused by a visual difficulty should be screened and referred as indicated. Other students who should be screened include:

- Those referred by the instructional staff, parents, physicians, etc.
- Transferring students who moved from one geographic area to another
- Those students who have history of ear infections and/or hearing acuity loss

Please contact the Office of Education if you need help arranging for these screenings to be done by trained professionals on campus.

A-6 Student Injuries and Consent to Treatment

School personnel may not diagnose or treat an injured student beyond immediate first-aid or call a physician other than the one(s) indicated on the “Consent to Treatment” form on file at the school.

In the event of an injury to a student at school, standard First Aid procedures indicated by the American Red Cross should be rendered.

In an emergency situation in which immediate care seems prudent, the school should:

- Give immediate, necessary, obvious care.
- Notify parents and abide by their decision.
- Call 911 if a true emergency exists.
- If unable to contact parents, the person indicated by the parents on the “Consent to Treatment” should be notified.
- If it is impossible to contact any responsible adult and the injured child needs immediate attention, the signed “Consent to Treatment” gives authorization for emergency medical service to be provided as necessary in the medical opinion of the doctor rendering the service.

A staff member should fill out the “Student Injury Report” form for major injuries and keep it on file in the student’s health record. The form is provided below and can be accessed here: <https://secceducation.org/wp-content/uploads/STUDENT-INJURY-REPORT-1.pdf>

“Student Accident Insurance” is also available to help families with medical expenses from injuries on campus. This is a supplemental insurance plan and the student’s family insurance plan is primary. Forms to file a claim should be provided to the family as soon as possible. These forms can be accessed at: <https://secceducation.org/forms/>

A student returning to school with stitches, casts, crutches, brace(s) or a wheelchair for a temporary time period must have a California licensed physician or California licensed health care provider's written permission to attend school and must comply with any safety procedures required by the school administration.

The following page provides a “Consent to Treatment” form which every school should have on file for each student.

**SOUTHEASTERN CALIFORNIA CONFERENCE OFFICE OF EDUCATION
STUDENT CONSENT TO TREATMENT
FOR SCHOOL YEAR 20__ - 20__**

Student's Name _____ Date of Birth _____

Address _____

Home Phone _____ Cellular Phone _____

Father / Guardian _____ Business Phone _____

Mother / Guardian _____ Business Phone _____

Please describe allergies to substances and medication (If none, write NONE).

If on regular medication, please specify: _____

Date of last tetanus shot: _____

Please give the name of your local family physician(s) to be called in case your son or daughter becomes ill or has an accident at school and you cannot be reached.

1. Family Physician _____ Office Phone _____

Address _____

2. Family Physician _____ Office Phone _____

Address _____

3. Hospital Preference _____

Please give the names of two relatives or friends who have consented to assume the responsibility of your son or daughter in case of illness or accident until you can be reached. In case of any changes in the named persons, notify the school in writing.

1. Name _____ Phone _____

Address _____

2. Name _____ Phone _____

Address _____

If emergency service involving medical action or treatment is required and neither the parent nor the family physician can be reached for consent, the parents hereby consent to the rendering of such emergency medical service for the above named student as shall be necessary in the medical opinion of the doctor rendering service.

Parent's Signature _____ Date _____

A-7 Administering Medications

Whenever possible, parents should be encouraged to arrange for medication to be administered at home. When necessary, either the school nurse or designated school employees, when trained, may administer medications. Training should include:

- Methods of administration
- Contraindications of medications frequently ordered and any special drugs ordered
- Possible signs and symptoms of adverse side effects, omission or overdose
- Proper handling and storage
- Recordkeeping
- Emergency procedures

The form titled, "Physician's Order for Administration of Oral Medication by School Personnel" must be filled out and on file. It is provided below. A medication log should also be filled out each time medication is given.

Other guidelines include:

- Medications must be brought to school by parent or guardian-not the student.
- Medication must be in the original container with correct pharmacy labels and the student's name.
- Medication must be prescribed by an individual licensed by the State of California to prescribe medication.
- Any changes in type or dosage must have new authorization and a newly labeled container.
- All medications should be stored safely and securely, out of the reach of students, preferably in a locked location.
- Student's medical privacy must be appropriately maintained.
- Maintain a strict system of logging administered medications (see form).
- Upon completion of the logging sheet and/or at the end of the school year, the medication log and authorization forms should be placed in the student's red health folder.
- Remaining medication should be returned to the parent/guardian if the prescription changes or the school year ends.

Self-Medication Administration

Authorized students may need to carry emergency medications e.g. asthma inhalers, insulin, severe allergic reaction kits, anticonvulsants. Documentation required for students who are allowed to carry and self-administer medication must include the signed consent of the physician, a parent, and the student (see form below). This information should be kept on file in individual red health folders. Additionally, the school office should maintain a list of all students on medication.

Over-the-Counter Products Approved for School First Aid

The following are over-the-counter products, and guidelines for the use of each, which trained school personnel may use for first aid without parent and/or physician authorization

- Alcohol, Isopropyl
 - Apply to insect stings for soothing effect and/or relief of itching
 - Disinfect telephone mouth pieces and similar surfaces
- Antibacterial Soaps
 - Use for cleaning wounds (rinse with water after each cleaning)
 - Use for hand washing
- Dental Wax
 - Have student apply to orthodontia bracing to relieve discomfort
- Eye wash (e.g. Dacriose, for eye irrigation)
 - Squeeze gently (avoiding touching eye with squeeze tip) to flush foreign body from eye, or for relief of discomfort
 - Flushing should be from inner to outer eye, with head positioning to prevent contamination of unaffected eye
- Glucose Gel, Insta-Glucose, Monogel, or Glutose
 - Use as first aid (according to standardized procedure for diabetes management) when there is no individualized healthcare plan for a diabetic with signs of low blood sugar or when a diabetic's supply kit is out of fast acting carbohydrate
- Hand Lotion
 - Apply to hands to prevent or minimize chafing
 - Use as lubricant to assist in removal of rings
- Liquid Soap
 - Use for hand washing
- Mouth-to-mouth Rescue Shield with 1-way valve
 - Use as barrier against blood and body fluids during rescue breathing and CPR

- Petroleum Jelly in Tube
 - Use with an applicator as a lip lubricant
 - Do NOT use on burns!
- Salt
 - Mix with water as a gargle for sore throats
 - Mix with water as a mouth rinse for discomfort from recent tooth loss or orthodontia treatment

PHYSICIAN'S ORDER FOR
ADMINISTRATION OF ORAL MEDICATION BY SCHOOL PERSONNEL

Student's Name _____ Student's Address _____

I have prescribed the following medication for this child and request that dosage falling during school hours be administered by School personnel. (NOTE: Authorization is needed for non-prescription medications, also.)

Medication: _____

Condition for which prescribed: _____

Possible Side Effects _____

Instructions for use: _____

Dosage: _____ Time: _____

Frequency: _____ How Long: _____
(number of days)

Date: _____ Physician's Signature: _____

Address: _____

Phone: _____

Pharmacy: _____ Phone: _____ Rx.No. _____

PARENTAL PERMISSION

I have delivered the above medication in the original container to the school and request that it be given to my child as prescribed.

I release _____ personnel from any liability in relation
(name of school)
to the administration of this medication at the center.

_____ Date: _____ Signature of Parent or Guardian

SCHOOL STAFF: Fill in the date and time, then initial whenever dispensing medicine. (optional)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

DISPOSITION OF MEDICINE: Returned to Parents: _____ Date: _____

NOTE: Please place this form in the student's folder when medication is complete.

MEDICATION LOG

Student:					DOB:					School:					School Year:					
Teacher:					Grade:					Physician:					Phone:					
Name of Medication:					Dose:					Time to be Given:					Number of Pills*					
Special Comments/Instructions: (write on back of form)										Prescription Date: **					Prescription Number:					
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
Date																				
Time																				
Initials																				
Date																				
Time																				
Initials																				
Date																				
Time																				
Initials																				
Date																				
Time																				
Initials																				
Date																				
Time																				
Initials																				
Medication Given By:					Codes (Chart Reason)										**Subsequent Prescription Dates					
Initials:	Name:	Initials	Name		A = Absent	FT = Field Trip	DC = Medication Discontinued													2
					R = Refused	NS = No School	S = Self Administered													3
					ED = Early Dismissal	NMS = No Medication at School														4
					O = Omitted/Attempt to locate student unsuccessful															5

* All controlled medications must be counted, e.g., Ritalin

(If a new medication is prescribed or if the dose changes, a new medication log must be completed.)

Please initial the block on the day the medication is given or chart the reason why it was not given. (See Code Chart above)

(This form should be kept in the student's "Red" folder)

SELF-MEDICATION ADMINISTRATION CONSENT FORM

Instructions: This form must be filled out and signed annually by the student's parent or guardian before the student will be allowed to carry and administer medication.

Student's full name _____

Date of Birth _____

School _____ Grade _____ Teacher _____

Parent's Work Phone _____ Home Phone _____ Cell Phone _____

MEDICATION(S)

1. _____
2. _____

I understand and agree to the following:

1. I agree to assume responsibility for sending my child's medication in its original prescription container.
2. I agree to make certain that my child takes responsibility for taking the medication as prescribed.
3. I also agree that the Southeastern California Conference, the school and/or their employees shall not be liable for loss, damage, injury, or liability of any kind to any person caused or arising from acts, omissions or negligence of the school or its employees relating to the self-administered medication by my child.

I HAVE READ AND UNDERSTOOD THIS FORM AND CONSENT TO THE ABOVE PROVISIONS.

Signature of Parent or Guardian

Date

I agree and feel competent to take my own medication as prescribed. I will not at any time share my medication with another student and I will keep it secure from other students.

Signature of Student

Date

Name of Physician _____

This student is under my care and needs to carry this medication with him/her while at school. I have given the student instructions for administration of this medication and give authorization for the self-administration of this medication.

Signature of Physician

Date

A-8: Student Illness (When to Stay Home)

Students should be excluded from school if they exhibit:

- Fever greater than 100.5
- Vomiting
- Stiff neck or headache with fever
- Any rash with or without fever
- Unusual behavior change, such as irritability, lethargy, or somnolence
- Jaundice (yellow color of skin or eyes)
- Diarrhea (3 or more watery or loose stools in one day with or without fever)
- Skin lesions that are -weepy (fluid or pus-filled)
- Colored drainage from eyes or ears
- Brown/green drainage from nose with fever or complaints of illness
- Difficulty breathing or shortness of breath
- Legitimate symptoms or complaints that prevent the student from participating in his/her usual school activities with or without the presence of fever
- A need for more care than the school staff can safely provide.

Students needing exclusion due to illness should be separated from other students while waiting for transportation from the school.

Note on COVID-19

- Our schools are strictly following all requirements for K-12 schools as provided by the California Department of Public Health.

The following pages provide more detail on various illnesses.

WHEN SHOULD I KEEP MY CHILD HOME?

A student who is ill is not in a condition conducive to learning and should not be in school. A child who is ill with a communicable disease is not only in a poor learning situation, but also is a health hazard to other children.

<u>Student's Symptoms/Diagnosed Illness</u>	<u>Student May Return to School When</u>
Fever greater than 100.5 degrees (orally)	Temperature below 100 degrees (orally) for a minimum of 24 hours without use of Tylenol or other fever-reducing medication
Rash or rash with fever – new or sudden	Rash disappears. Written or phone consent onset from doctor to school
Colored drainage from eyes, ears, other part of the body	Discharge must be gone or student must have been on antibiotics for 24 hours and have a written or phone consent from doctor to school
Vomiting	Symptom-free for 24 hours
Diarrhea: 3 loose or watery stools in one	Symptom-free for 24 hours
Cough: deep, barking, congested, or Productive of colored mucous	Symptom-free or student must have been on antibiotics for 24 hours and have a written consent from doctor to school. Antibiotics are not effective for viral illnesses. When antibiotics are prescribed for bacterial infections, take all medications as prescribed until gone
White, clay-colored, or bloody stool	Written consent from doctor to school
Yellow color of skin and/or eyes	Written consent from doctor to school
Brown or bloody urine	Written consent from doctor to school
Stiff neck or headache with fever school	Symptom-free or written consent from doctor to school
Unusually sleepy, lethargic or grumpy to school	Symptom-free or written consent from doctor
Strep throat diagnosed by health care	MUST have been on antibiotics for 24 hours and have written consent from doctor to school. If no antibiotic prescribed, also need consent from doctor
After an illness of two or more weeks, other change in health status	Written instructions from the doctor and surgery, or parent regarding medication or special health need must be provided to the school

A-9 Infectious Bloodborne Disease Policy

Preamble

The schools of Southeastern California Conference shall strive to protect the safety and health of children and youth in our care, as well as their families, our employees, and the general public. Staff members shall cooperate with public health authorities to promote these goals.

The evidence is overwhelming that the risk of transmitting infectious bloodborne diseases, including but not limited to human immuno-deficiency virus (HIV), acquired immuno-deficiency syndrome (AIDS), and Hepatitis B and C is extremely low in school settings when current guidelines are followed. The presence of a person living with or diagnosed with a bloodborne infection poses no significant risk to others in school, day care, or school athletic settings.

School Attendance

A student with an infectious bloodborne disease will be given the same opportunity to attend school as any other student and will be subject to the same rules and policies. Any decision that would affect a student's attendance or participation in any school-sponsored activity shall be based on the same criteria as for any other chronic health problem and shall be made in consultation with the student's physician and parent or guardian and shall respect the student's and family's privacy rights.

School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunts directed against a person living with HIV infection, a person perceived as having HIV infection, or a person associated with someone with HIV infection.

Employment

The schools of Southeastern California Conference do not discriminate on the basis of HIV infection or association with another person with HIV infection. In accordance with the Americans with Disabilities Act of 1990, an employee with HIV infection is welcome to continue working as long as he or she is able to perform the essential functions of the position, with reasonable accommodation if necessary.

Privacy

Pupils or staff members are not required to disclose HIV infection status or any other specific medical information to anyone in the education system. HIV antibody testing is not required for any purpose.

All personal health information, including that related to bloodborne infections, is confidential. Willful or negligent disclosure is punishable by law.

No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed, and dated consent of the person with HIV infection (or the parent or legal guardian of a minor). The written consent must specify the name of the recipient of the information and the purpose of the disclosure.

All health records, notes, and other documents that reference a person's HIV status will be kept under lock and key. Access to these confidential records is limited to those named in written permission from the person (parent or legal guardian) and to emergency medical personnel. Information regarding HIV status will not be added to a student's permanent educational or health record.

Infection Control

All employees are required to consistently follow infection control guidelines in all settings and at all times, including playgrounds and field trips. Schools will operate according to the standards promulgated by the U.S. Occupational Health and Safety Administration for the prevention of bloodborne infections. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept reasonably accessible. Each school shall have a designee that shall implement the precautions and investigate, correct, and report on instances of lapse.

If a situation occurs at school in which a person might have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall counsel that person (or if a minor, alert a parent or legal guardian) to seek appropriate medical evaluation.

HIV and Athletics

School authorities will make reasonable accommodations to allow students living with HIV infection or other infectious bloodborne diseases to participate in school-sponsored physical activities. General health, not HIV status, will help determine a student's eligibility for participation in athletic activities.

All employees must consistently adhere to infection control guidelines in locker rooms and in all play and athletic settings. First aid kits must be on hand at every athletic event.

Physical education teachers and athletic program staff will be instructed in first aid and injury prevention, including implementation of infection control guidelines. Student

orientation about safety on the playing field will include guidelines for avoiding bloodborne infections.

HIV Prevention Education

The goals of HIV prevention education are to promote healthful living and discourage the behaviors that put people at risk of acquiring HIV. The educational program will:

- Be taught at every level, seventh through twelfth grades
- Use methods demonstrated by sound research to be effective
- Be consistent with Seventh-day Adventist standards
- Follow content guidelines prepared by the Centers for Disease Control and Prevention (CDC)
- Be appropriate to students' developmental levels, behaviors, and cultural backgrounds
- Build knowledge and skills from year to year
- Stress the benefits of abstinence from sexual activity and drug use
- Include accurate information on reducing risk of HIV infection
- Address students' personal concerns
- Include means for evaluation
- Be an integral part of a coordinated school health program
- Be taught by well-prepared instructors with adequate support and
- Involve parents and families as partners in education

Parents and guardians will be given the opportunity to preview curricula and materials to be used in instruction on infectious bloodborne disease prevention. If a parent or guardian submits a written request to a principal that a child not receive instruction in specific infectious bloodborne disease prevention topics at school and assures that the topics will be discussed at home or elsewhere, the child shall be excused without academic penalty.

Staff Development

School staff members will be given opportunity to participate in infectious bloodborne disease education programs that:

- Convey factual and current information
- Provide guidance on infection control procedures
- Inform about current laws and school policies concerning infectious bloodborne diseases
- Assist staff to maintain productive parent and community relations
- Include annual review sessions.

It is recommended that certain employees receive additional specialized training as appropriate to their positions and responsibilities.

Hepatitis B Vaccination

Any employee considered to be at risk of acquiring Hepatitis B due to an occupational exposure to bloodborne pathogens, will be given the opportunity to be vaccinated with Hepatitis B vaccine at no charge to the employee. The vaccinations consist of a series of three inoculations over a six-month period.

If an exposure to bloodborne pathogens should occur, a comprehensive post-exposure evaluation and follow-up process will be followed to ensure that employees receive the best and most timely treatment.

(This policy was modeled, with permission, in part from the sample policy provided in the book, *Someone at School has AIDS: A Complete Guide to Education Policies Concerning HIV Infection*, 2nd Edition, National Association of State Boards of Education [NASBE]).

A-10 Bloodborne Pathogens

All employees are given training on how to handle bloodborne pathogens during pre-week each school year. The following provides some of the guidelines we share with employees during the training.

Universal Precautions are required by OSHA to prevent the transmission of bloodborne pathogens when providing first aid or health care. It means treating all blood and Other Potentially Infectious Materials (OPIM) as though infected with bloodborne pathogens. The Centers for Disease Control and Prevention also developed Body Substance Isolation guidelines to prevent the transmission of other types of pathogens found in moist body substances. Together, these principles protect from bloodborne and other pathogens when handling body substances. General precautions to be taken include:

- Always use barrier protection, such as gloves, when the possibility of touching blood, body fluids, or contaminated surfaces exists. Use single-use, disposable gloves when administering first aid. Cover any hand cuts you may have before gloving. Gloves must fit snugly and extend over the wrist. Use once, then throw away.
- Avoid touching the outside of contaminated gloves when removing them. Then wash your hands whether or not you touched the outside of the gloves.
- Discard used gloves or any other contaminated materials in an appropriate container. Place a sealed bag in a leak proof container where it will be secure until picked up for disposal.
- Wash your hands and other skin surfaces immediately after contact with blood or other body fluids. Hand washing is the main protection against contracting an infection or transmitting it to others. Wash with non abrasive soap and running water for at least 15 seconds. Rinse. Dry with a paper towel and discard. Turn off the faucet with a clean paper towel. If hands are not visibly soiled, waterless alcohol antiseptic hand rubs may be used by applying the product to the palm of one hand, rubbing the hands together to cover all hand surfaces and fingers until the hands are dry.
- Disinfect any contaminated surfaces or objects with an appropriate germicidal agent. Hepatitis B can survive in dried blood for at least a week, so clean thoroughly.
- Pick up broken glass and other sharp objects with a broom and dustpan or tongs-not with your hands. Then dispose of objects in an appropriate puncture-resistant container. Trash may contain sharp objects, so don't reach into or push trash down with hands or feet.
- Always use barrier protection if you have to resuscitate a victim.

- For minor cuts and scrapes, encourage victims to administer their own first aid by applying pressure with gauze to stop the bleeding, cleansing and bandaging the wound, and disposing of all contaminated materials appropriately.
- Students with bloody noses should sit up, keep their heads slightly forward, pinch the nostrils to stop the bleeding, and hold a tissue under the nose to catch any blood. If staff needs to assist, put on gloves first. Students should dispose of their own bloody tissues in an appropriate container, then wash blood off their hands and skin.
- All-Exposure Incidents, (a circumstance in which blood from someone else comes in contact with an area of broken, chapped skin, a wound, the eye, mucous membranes, or where the skin is broken or punctured with a blood-contaminated sharp object) should be washed immediately with antibacterial liquid soap and water. In case mucous membrane, or the eye is contaminated, the area should be flushed with water as soon as possible. All exposure incidents are to be logged on a-Bloodborne Pathogen Exposure Report form and should be reported to the school principal before the end of that work day. Medical records of those exposed are to be maintained for 30 years from the end of employment. This can be done at the doctor's office or hospital.
- Bloody wastes like gloves, band aids, feminine hygiene products or dressings that contain only a small amount of dried blood (things that have come in contact with blood or body fluids but aren't saturated) are not considered biomedical waste. Using gloves, these should be put in plastic bags, securely closed, and then put in the regular trash.
- Regulated waste means liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials. These items must be disposed of according to county and state specifications.

A-11 Head Lice

School-wide checks for head lice are NOT recommended or endorsed by the American Academy of Pediatrics or the Centers for Disease Control. The most effective screening occurs at home. Parents should periodically check their own children and, if nits are found, provide treatment for their removal. It is prudent for the school to periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice.

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. (Proof of treatment such as the product box may be requested by the school). A child should be allowed to return to school after proper treatment. No healthy child should be excluded from or allowed to miss school time because of head lice.

By the time an active head lice infestation is discovered, it is likely that the child has had the infestation for a month or more, so poses little additional risk to others. Therefore, the child should remain in class but be discouraged from close direct head contact with others. If a child is assessed as having head lice, confidentiality must be maintained so the child is not embarrassed. The child's parent should be notified that day by telephone or a note sent home with the child at the end of the school day stating that prompt, proper treatment of this condition is in the best interest of the child and his or her classmates. Common sense should prevail when deciding how contagious an individual child may be (a child with hundreds versus a child with 2 live lice). It may be prudent to check other children who were most likely to have had direct head-to-head contact with the infected child. In an elementary school, often the most efficient way to deal with the problem is to notify the parents or guardians of all children in the child's classroom, encouraging them to check their child's head at home, and give appropriate treatment before returning to school the next day if live lice or nits are found within 1 cm of the scalp. Nits may persist after treatment, but successful treatment should kill crawling lice.

Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.

Our schools should follow current guidance from the CDC regarding Head Lice. Parents should be provided this link when dealing with Head Lice issues. The guidelines can be accessed here: <http://www.cdc.gov/parasites/lice/head/treatment.html>

A-12 Peanut Allergies

Schools need to be diligent when dealing with students with severe peanut allergies (or other food allergies). The school should work closely with parents on developing plans to keep the student safe and healthy. The following links provide some helpful guidelines:

<https://peanutallergyfacts.org/for-schools/>

<https://www.kidswithfoodallergies.org/planning-for-school.aspx>

A-13 Outdoor Air Quality

Schools need to pay attention to outdoor air quality, particularly when it is very hot and when wildfires are in the area. Students should not spend a lot of time outdoors when the air quality is poor. A document is shared below with helpful information and can be accessed here:

<https://www.airnow.gov/sites/default/files/2018-09/air-quality-and-outdoor-activity-guidance-2014.pdf>

A-14 Plants

Plants are a major cause of poisoning in young children. Teach young children never to put leaves, stems, bark, seeds, nuts, or berries from any plant into their mouths. Teachers should ensure that they don't bring houseplants to their rooms that are poisonous. For more information on poisonous plants:

<https://www.poison.org/articles/plant>

<https://calpoison.org/topics/plant>

A-15 Students with Seizures or Epilepsy

Schools need to coordinate closely with parents whose children have a history of seizures or epilepsy. Parents should fill out the form at the link below (document provided below as well) and the school should review the plan with all staff members who might supervise the student.


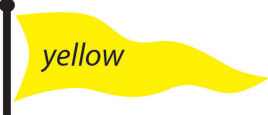



<https://www.epilepsy.com/sites/default/files/atoms/files/15%20RPWD%202924%20Questionnaire%20for%20Parents%20%28English%29.pdf>

An online training course for schools on how to handle seizures can be accessed here:

<https://www.epilepsy.com/programs/training-education/school-personnel>

Air Quality and Outdoor Activity Guidance for Schools

Regular physical activity — at least 60 minutes each day — promotes health and fitness. The table below shows when and how to modify outdoor physical activity based on the Air Quality Index. This guidance can help protect the health of all children, including teenagers, who are more sensitive than adults to air pollution. Check the air quality daily at www.airnow.gov.

Air Quality Index	Outdoor Activity Guidance
 <p>green</p> <p>GOOD</p>	<p>Great day to be active outside!</p>
 <p>yellow</p> <p>MODERATE</p>	<p>Good day to be active outside!</p> <p>Students who are unusually sensitive to air pollution could have symptoms.*</p>
 <p>orange</p> <p>UNHEALTHY FOR SENSITIVE GROUPS</p>	<p>It's OK to be active outside, especially for short activities such as recess and physical education (PE).</p> <p>For longer activities such as athletic practice, take more breaks and do less intense activities.</p> <p>Watch for symptoms and take action as needed.*</p> <p>Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.</p>
 <p>red</p> <p>UNHEALTHY</p>	<p>For all outdoor activities, take more breaks and do less intense activities.</p> <p>Consider moving longer or more intense activities indoors or rescheduling them to another day or time.</p> <p>Watch for symptoms and take action as needed.*</p> <p>Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.</p>
 <p>purple</p> <p>VERY UNHEALTHY</p>	<p>Move all activities indoors or reschedule them to another day.</p>

* Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur:

The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

Go for 60!

CDC recommends that children get 60 or more minutes of physical activity each day. www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm

Plan Ahead for Ozone

There is less ozone in the morning. On days when ozone is expected to be at unhealthy levels, plan outdoor activities in the morning.

Questions and Answers

How long can students stay outside when the air quality is unhealthy?

There is no exact amount of time. The worse the air quality, the more important it is to take breaks, do less intense activities, and watch for symptoms. Remember that students with asthma will be more sensitive to unhealthy air.

Why should students take breaks and do less intense activities when air quality is unhealthy?

Students breathe harder when they are active for a longer period of time or when they do more intense activities. More pollution enters the lungs when a person is breathing harder. It helps to:

- ✓ reduce the amount of time students are breathing hard (e.g., take breaks; rotate players frequently)
- ✓ reduce the intensity of activities so students are not breathing so hard (e.g., walk instead of run)

Are there times when air pollution is expected to be worse?

Ozone pollution is often worse on hot sunny days, especially during the afternoon and early evening. Plan outdoor activities in the morning, when air quality is better and it is not as hot.

Particle pollution can be high any time of day. Since vehicle exhaust contains particle pollution, limit activity near idling cars and buses and near busy roads, especially during rush hours. Also, limit outdoor activity when there is smoke in the air.

How can I find out the daily air quality?

Go to www.airnow.gov. Many cities have an Air Quality Index (AQI) *forecast* that tells you what the local air quality will be later today or tomorrow, and a *current* AQI that tells you what the local air quality is now. The AirNow website also tells you whether the pollutant of concern is ozone or particle pollution. Sign up for emails, download the free AirNow app, or install the free AirNow widget on your website. You can also find out how to participate (and register your school) in the School Flag Program (www.airnow.gov/schoolflag).

If students stay inside because of unhealthy outdoor air quality, can they still be active?

It depends on which pollutant is causing the problem:

Ozone pollution: If windows are closed, the amount of ozone should be much lower indoors, so it is OK to keep students moving.

Particle pollution: If the building has a forced air heating or cooling system that filters out particles then the amount of particle pollution should be lower indoors, and it is OK to keep students moving. It is important that the particle filtration system is installed properly and well maintained.

What physical activities can students do inside?

Encourage indoor activities that keep all students moving. Plan activities that include aerobic exercise as well as muscle and bone strengthening components (e.g., jumping, skipping, sit-ups, pushups). If a gymnasium or open space is accessible, promote activities that use equipment, such as cones, hula hoops, and sports balls. If restricted to the classroom, encourage students to come up with fun ways to get everyone moving (e.g., act out action words from a story). Teachers and recess supervisors can work with PE teachers to identify additional indoor activities.

What is an asthma action plan?

An asthma action plan is a written plan developed with a student's doctor for daily management of asthma. It includes medication plans, control of triggers, and how to recognize and manage worsening asthma symptoms. See www.cdc.gov/asthma/actionplan.html for a link to sample asthma action plans. When asthma is well managed and well controlled, students should be able to participate fully in all activities. For a booklet on "Asthma and Physical Activity in the School," see <http://www.nhlbi.nih.gov/health/resources/lung/asthma-physical-activity.htm>.



Questionnaire for Parent of a Student with Seizures

Please complete all questions. This information is essential for the school nurse and school staff in determining your child's special needs and providing a positive and supportive learning environment. If you have any questions about how to complete this form, please contact your child's school nurse.

Contact Information			
Student's Name	School Year	Date of Birth	
School	Grade	Classroom	
Parent/Guardian	Phone	Work	Cell
Parent/Guardian Email			
Other Emergency Contact	Phone	Work	Cell
Child's Neurologist	Phone	Location	
Child's Primary Care Doctor	Phone	Location	
Significant Medical History or Conditions			

Seizure Information			
1. When was your child diagnosed with seizures or epilepsy? _____			
2. Seizure type(s)			
Seizure Type	Length	Frequency	Description
3. What might trigger a seizure in your child? _____			
4. Are there any warnings and/or behavior changes before the seizure occurs? <input type="checkbox"/> YES <input type="checkbox"/> NO			
If YES, please explain: _____			
5. When was your child's last seizure? _____			
6. Has there been any recent change in your child's seizure patterns? <input type="checkbox"/> YES <input type="checkbox"/> NO			
If YES, please explain: _____			
7. How does your child react after a seizure is over? _____			
8. How do other illnesses affect your child's seizure control? _____			

Basic First Aid: Care & Comfort
9. What basic first aid procedures should be taken when your child has a seizure in school?
10. Will your child need to leave the classroom after a seizure? <input type="checkbox"/> YES <input type="checkbox"/> NO
If YES, what process would you recommend for returning your child to classroom:

Basic Seizure First Aid
<ul style="list-style-type: none"> Stay calm & track time Keep child safe Do not restrain Do not put anything in mouth Stay with child until fully conscious Record seizure in log
For tonic-clonic seizure: <ul style="list-style-type: none"> Protect head Keep airway open/watch breathing Turn child on side

Seizure Emergencies

11. Please describe what constitutes an emergency for your child? (Answer may require consultation with treating physician and school nurse.)

12. Has child ever been hospitalized for continuous seizures? YES NO
If YES, please explain:

A seizure is generally considered an emergency when:

- Convulsive (tonic-clonic) seizure lasts longer than 5 minutes
- Student has repeated seizures without regaining consciousness
- Student is injured or has diabetes
- Student has a first-time seizure
- Student has breathing difficulties
- Student has a seizure in water

Seizure Medication and Treatment Information

13. What medication(s) does your child take?

Medication	Date Started	Dosage	Frequency and Time of Day Taken	Possible Side Effects

14. What emergency/rescue medications are prescribed for your child?

Medication	Dosage	Administration Instructions (timing* & method**)	What to Do After Administration

* After 2nd or 3rd seizure, for cluster of seizure, etc.

** Orally, under tongue, rectally, etc.

15. What medication(s) will your child need to take during school hours? _____

16. Should any of these medications be administered in a special way? YES NO
If YES, please explain: _____

17. Should any particular reaction be watched for? YES NO
If YES, please explain: _____

18. What should be done when your child misses a dose? _____

19. Should the school have backup medication available to give your child for missed dose? YES NO

20. Do you wish to be called before backup medication is given for a missed dose? YES NO

21. Does your child have a Vagus Nerve Stimulator? YES NO
If YES, please describe instructions for appropriate magnet use:

Special Considerations & Precautions

22. Check all that apply and describe any consideration or precautions that should be taken:

- | | |
|---|--|
| <input type="checkbox"/> General health _____ | <input type="checkbox"/> Physical education (gym/sports) _____ |
| <input type="checkbox"/> Physical functioning _____ | <input type="checkbox"/> Recess _____ |
| <input type="checkbox"/> Learning _____ | <input type="checkbox"/> Field trips _____ |
| <input type="checkbox"/> Behavior _____ | <input type="checkbox"/> Bus transportation _____ |
| <input type="checkbox"/> Mood/coping _____ | <input type="checkbox"/> Other _____ |

General Communication Issues

23. What is the best way for us to communicate with you about your child's seizure(s)? _____

24. Can this information be shared with classroom teacher(s) and other appropriate school personnel? YES NO

Parent/Guardian Signature _____ Date _____

Dates _____
Updated _____

Section B:

Student

Safety

B-1 Child Abuse/Mandated Reporting

All employees are given a yearly training on their responsibilities as mandated reporters. This training is provided online by Vector Solutions. The following also provides a summary of some key principles for mandated reporters to follow in our commitment to keeping students safe.

- We have a moral and legal obligation to protect our students.
 - We must report all known or suspected cases of child abuse or neglect to law enforcement/Child Protective Services.
 - All school personnel are mandated reporters.
- What is the definition of Child Abuse or Child Neglect?
 - Acts committed on anyone under 18 years old
 - “Any act of omission or commission that endangers a child’s physical or emotional health and development.”
 - Categories include:
 - Physical abuse; unlawful corporal punishment or injury
 - Sexual abuse; sexual assault, or exploitation of a child
 - Emotional abuse
 - General and severe neglect
 - Willful cruelty or unjustifiable punishment; emotional maltreatment
- To report, all you need is “Reasonable Suspicion.”
 - It is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like/similar position with similar training and experience, to suspect child abuse or neglect.
- This means “Reasonable Suspicion does NOT require”
 - Definite proof/certainty
 - Knowing all the facts
 - Being physically present or witness the abuse
 - Performing an investigation to determine if allegations are valid
- If you have reasonable suspicion, you must report. This report is done in two steps.
 - Call County CPS/law enforcement immediately or ASAP (at most 36 hours)
 - Submit a written follow-up report ASAP after call (agency has forms)

- Here is a list of California County Emergency Phone Numbers.
 - County of Riverside Department of Public Social Services
 - <http://dpss.co.riverside.ca.us/childrens-services-division/child-abuse-reporting/how-to-report>
 - 1-800-442-4918
 - San Bernardino County Children and Family Services
 - [http://hs.sbcounty.gov/cfs/AboutUs/Pages/How to report child abuse.aspx](http://hs.sbcounty.gov/cfs/AboutUs/Pages/How%20to%20report%20child%20abuse.aspx)
 - 1-800-827-8724
 - Imperial County Department of Child Support Services
 - <http://www.thecapcenter.org/county-resources.php?county=Imperial>
 - 1-760-337-7750
 - San Diego County Health & Human Services Agency
 - https://www.sandiegocounty.gov/content/sdc/hhsa/programs/cs/child_welfare_services/child_abuse_hotline.html
 - 1-800-344-6000
 - Orange County Social Services Agency
 - <http://ssa.ocgov.com/abuse/child/>
 - 1-800-207-4464

- What should you do after reporting and what can you expect?
 - CPS/law enforcement investigates the allegations
 - You may be contacted to provide further information
 - Your identity will not be disclosed to the family or anyone else not directly involved in the investigation
 - Keep accurate records of all contacts made and forms submitted.
 - We encourage (don't require) you to inform your administrator as well
 - Informing administrator and superintendent is required if the report involves an employee or volunteer.

- A couple of legal realities to keep in mind:
 - Failure to report is a crime that can lead to fines, imprisonment, civil liability, and disciplinary action by SECC.
 - No mandated reporter is civilly or criminally liable for any report required as long as it was made in good faith.

- Advice on Handling Disclosures from Children
 - Make them know they are believed and abuse is not their fault
 - Listen attentively and actively, allowing them to lead the conversation
 - Important to not express disbelief or make assumptions

- Reassure child that he or she is not to blame
 - Praise and acknowledge their courage for speaking out
- Provide a safe environment
 - Tell them you are here to help and what you plan to do to protect them
- Make no promises regarding confidentiality
 - Don't promise them that you won't "tell anyone."
 - If they understand, let them know you are a Mandated Reporter
- Take action and make the report

B-2 Sexual Harassment/Misconduct Policy

All schools in the SECC are expected to promote and maintain an environment free of any form of sexual harassment between students, employees, or between an employee and a student or any other person under the supervision of the school. Sexual harassment is unlawful and is prohibited. Any form of sex discrimination and sexual misconduct, including harassment, coercion, intimidation, or sexual violence is reprehensible and runs counter to the guidelines in the NAD Working Policy (E84) and the PUC Education Code (A23-164,E10-140,and E18-144).

Expectations for schools include:

- Developing a sexual harassment policy, publish it in the school handbook, and review it with the students at least once a year (Sample provided below)
- All employees are required to do sexual harassment training every two years through an online program from the SECC Human Resources Department.
- All employees receive a yearly review during a required safety training during pre-week.

SAMPLE SCHOOL POLICY

Definitions: Sexual harassment is defined as unwelcome sexual advances including sexual violence, requests for sexual favors, and/or physical, verbal, or written conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a condition of a student's progress in school or participation in any team, club or organization, or
2. Such abusive or humiliating speech or conduct is directed against another and persists after the objections of the person targeted by the speech or conduct; or
3. Such conduct would be regarded by a reasonable person as creating an intimidating, hostile or offensive environment that substantially interferes with a student's education or participation in extracurricular programs or activities.

Sexual harassment may include incidents between any member of the *name of school* community, including faculty, staff, students, and nonstudents or nonemployee participants in *name of school* programs—such as vendors, contractors, visitors, coaches, and parents. It includes activities and behavior that occur either on or off campus.

Specific examples of the verbal or physical conduct prohibited by this policy include, but are not limited to:

Examples of Sexual harassment

- a) Physical assault.
- b) Inappropriate or unwanted touching.
- c) Direct or implied threats that submission to sexual advances will be a condition of, for example, getting good grades, being put on a team or allowed in a club, or receiving a promotion or award.
- d) Direct or subtle propositions of a sexual nature.
- e) Dating, requesting dates, or entering into a romantic relationship between a student and an employee or faculty.
- f) A pattern of conduct that would cause discomfort and/or humiliation to another individual, including, but not limited to:
 - i. Physical conduct—including unnecessary touching;
 - ii. Verbal conduct- including, for example, remarks of a sexual nature about a person's clothing or body; sexual slurs, threats, derogatory comments, sexually degrading descriptions, remarks about sexual activity or speculations about previous sexual experiences; spreading sexual rumors, graphic comments, or overly personal conversations;
 - iii. Visual conduct—including, for example, leering, sexual gestures, or the display of sexually suggestive objects, pictures, language, cartoons, or jokes;
- g) Use of electronic means, including the Internet and e-mail system, to transmit, communicate, or receive sexually suggestive, pornographic, or sexually explicit pictures, messages, or materials.

Procedures for Reporting - students who believe they have experienced any form of sexual harassment, discrimination or sexual misconduct of any nature to report such conduct promptly. Procedures have been established to provide a supportive process for students who report harassment and to ensure an

equitable process for individuals accused of discriminatory conduct. These procedures reflect *name of school's* efforts to conduct timely, thorough, and equitable investigations.

A written complaint will need to be filed. However, a student may feel most comfortable going to a teacher, administrator or other responsible employee first. That individual will be able to aid the student in filing a written complaint. These responsible employees have a duty to report or take appropriate disciplinary action if they find the school's sexual harassment policy has been violated.

Filing a written report:

Individuals are reminded that reporting sexual misconduct is a personal and professional responsibility. The procedure is as follows:

1. Report the incident in writing to the principal. Written complaints should be filed as soon as possible from the date the incident occurred though delay should not be seen as an excuse for not reporting.
2. Written complaints should include, as far as possible, the following information:
 - a. Name, address, telephone or other contact information of the person making the report;
 - b. School affiliation of the person making the report (e.g., student, employee, faculty, third party);
 - c. Date of alleged violation;
 - d. Location of alleged violation;
 - e. Person(s), name and title, of the alleged harasser;
 - f. Description of what happened;
 - g. Other relevant information—(e.g., if you previously reported this matter, including name and departments of all other persons with whom you have discussed this matter; and h. Signature and date.

Investigation and Corrective Action:

The principal shall conduct a prompt, thorough, and impartial inquiry into any reports of sexual harassment and/or physical sexual misconduct. The principal will take immediate and appropriate steps to investigate or otherwise take steps that are reasonably calculated to end any form of sexual misconduct, whether or not a formal complaint has been initiated. Law enforcement may be called to mediate or investigate the incident. Parents will be notified when it has been necessary to involve law enforcement. The principal and his/her administrative committee will be responsible for decisions regarding the possible consequences for any student discipline.

School employees are mandated reporters and, depending on the nature of the allegations, may be required to report all the details of an incident to law enforcement, including the identities of both the victim and alleged perpetrator.

Confidentiality

Name of School shall protect the privacy of individuals involved in a report of sexual misconduct to the extent required by law. Anyone requesting confidentiality shall be informed that complete and total confidentiality may not be possible and that, depending on the nature of the alleged misconduct, some level of disclosure may be required, especially in situations alleging sexual violence. Disclosure may be made only on a need-to-know basis.

Retaliation prohibited

All reasonable action will be taken to prevent retaliation against the complainant, witnesses or anyone cooperating with the investigation.

B-3 Bullying Prevention

Goal

The goal of each school is to provide an environment that is healthy, safe, respectful, accepting, and emotionally and spiritually nurturing, where being treated with dignity and respect is a mutual expectation of both staff and students. Bullying of any kind is wrong – physical, verbal, online or off, before, during or after school. It is never acceptable. All members of the school community should be committed to ensuring a physically and emotionally safe environment. Each school should expect students and/or staff to immediately intervene and report incidents of bullying. Students who are found to be engaging in bullying behavior will be subject to discipline. Parents will be notified and law enforcement will be contacted if appropriate.

Schools Will Develop a Policy

- Each school will develop and follow a bullying prevention policy dedicated to providing the above described environment.
- The school's policy will apply to any act that takes place on school grounds, at any school-sponsored activity, or on any electronic device used on campus. The school will reserve the right to apply the policy to any off-campus activities or communication that cause or threaten to cause a substantial and material disruption at school or interference with the rights of students to be secure.

School Policies Will Include The Following Concepts:

Definition Of Bullying:

- Bullying is an act of repeated aggressive behavior carried out in order to intentionally hurt another person, physically or mentally. Bullying is characterized by an individual repeatedly behaving in a certain way to gain power over another person.
- A student's/school employees/volunteers/parents shall not intimidate, harass, or shame another student through words or actions. Such behavior includes, but is not limited to, direct physical contact, such as hitting or shoving; verbal (or non-verbal digital) assaults, such as threatening, teasing, or name calling; and social isolation or manipulation. When such conduct is repetitive or appears likely to be repeated, it is considered bullying.

Prevention of Bullying

- The policy will include a provision for staff development training in bullying prevention that will cultivate acceptance, understanding, and respect in all students

and staff. Teachers should be directed to discuss the school's policy with all students and incorporate the concepts of the policy into learning in age- appropriate ways.

Reaction to Bullying

- Observed bullying incidents will initiate immediate staff intervention.
- Both bystanders and bully targets will be encouraged to immediately report incidents of bullying to appropriate staff. Students can rely on staff to promptly investigate each complaint of bullying in a discrete and thorough manner.
- Bullying victims and their parents will be kept apprised of follow-up related to any bullying report.

Discipline of Bullying

- Each school will develop its own protocol for disciplinary action of bullying, up to and including expulsion.

Suggested Action Steps To Prevent Bullying

For School Administrators:

- Assess the awareness and the scope of the bullying problem at your school through student, parent and staff surveys.
- Closely supervise children on the playgrounds and in classrooms, hallways, restrooms, cafeterias and other areas where bullying occurs in your school.
- Conduct school-wide assemblies and teacher/staff in-service training to raise awareness regarding the problem of bullying and to communicate no tolerance for such behavior.
- Post and publicize clear behavior standards, including rules against bullying for all students.
- Consistently and fairly enforce such standards.
- Encourage parents to take part in the educational process and in volunteering to assist in school activities and projects.
- Establish a confidential reporting system that allows children to report victimization and that records the details of bullying incidents.
- Ensure that your school has all legally required policies and grievance procedures for sexual discrimination. Make these procedures known to parents and students.
- Receive and listen receptively to parents who report bullying. Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating bullying.

- Provide school-wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interests and abilities of all students and that foster mutual understanding of and appreciation for differences in others.

For Classroom Teachers:

- Provide students with opportunities to talk about bullying and enlist their support in defining bullying as unacceptable behavior.
- Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher to not "Look the other way" when incidents involving bullying occur.
- Provide classroom activities and discussions related to bullying and violence, including the harm that they cause and strategies to reduce them.
- Develop a classroom action plan to ensure that students know what to do when they observe a bully/victim confrontation.
- Take care to vary grouping of participants and to monitor the treatment of participants in each group.
- Take immediate action when bullying is observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully, adults support both the victim and the witnesses.
- Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
- Notify the parents of both victims and bullies when a confrontation occurs and seek to resolve the problem expeditiously at school.
- Refer both victims and aggressors to counseling whenever appropriate.
- Provide protection for bullying victims whenever necessary. Such protection may include creating a buddy system whereby students have a particular friend or older buddy on whom they can depend and with whom they share class schedule information and plans for the school day.
- Listen receptively to parents who report bullying and investigate reported circumstances so that immediate and appropriate school action may be taken.
- Avoid attempts to mediate a bullying situation. The difference in power between victims and bullies may cause victims to feel further victimized by the process or believe that they are somehow at fault.

(Taken from: Preventing Bullying: A Manual for Schools and Communities, Department of Education, Washington, D.C.)

B-4 Playground Supervision

Playground Supervisors should:

- Be alert and attentive
 - Move throughout the play areas. Avoid staying on the perimeter of the playground.
 - Don't use playground time for socializing with other adults or for doing paperwork.
 - Be observant for the secret places where children hide.
 - Realize that a child can wander into a hazardous situation in less than one minute.
 - Use direct eye contact to help prevent inappropriate behavior.
- Evaluate hazards
 - Watch for foreign objects such as rocks, glass, or animal waste.
 - Note any protruding nuts or bolts, broken parts or other equipment problems.
 - Correct minor problems themselves, e.g. picking up trash.
 - Report more serious problems such as broken equipment, to administration.
 - DO NOT ALLOW CHILDREN TO PLAY ON BROKEN OR DEFECTIVE EQUIPMENT.
 - Children should not wear loose clothing, hoods, drawstrings, etc., that might catch on the equipment.
- Observe and intervene
 - Keep an eye out for inappropriate behavior and give a verbal warning as needed
 - Respond immediately if there is a fight or other dangerous behavior.
- Be prepared
 - Be familiar with emergency procedures and know the location of first-aid kits.
 - Protect yourself from contact with blood or other potentially infectious material by using personal protective equipment and frequently washing your hands.

More helpful guidelines can be accessed here:

<https://www.cpsc.gov/s3fs-public/325.pdf> (Handbook for Public Playground Safety)

B-5 Microwave Use

Each school should develop a policy regarding the use of microwave ovens in schools. Consideration should be given to liability, as well as to when, where, how and who may use them. The following should be taken into account when making this policy.

Some recommended general guidelines include:

- Use microwave only for reheating food at school, not for –cooking!!
- Set time limit per student (some schools have 1 minute, others no more than 2)
- Limit microwave use to students Jr. High level and above
- Instruct all students about the proper use of the microwave
- Post general rules next to the microwave
- Keep the microwave away from wet surfaces
- Keep air vents of the microwave clear
- Keep flammable materials away from the microwave
- Although there is no risk of leaked radiation in a microwave, NEVER use a damaged microwave.
- Provide oven mitts next to the microwave for the removal of hot foods
- Keep metal products (including tin foil and twist ties) out of the microwave
- Keep paper bags out of the microwave, they may cause a fire
- Keep sealed containers out of the microwave, remove lids first
- Puncture plastic pouches and plastic wrap covering before heating to reduce the risk of a vapor pressure build up and prevent steam burns
- When opening bags or lifting plastic film, face the opening away from you
- Heating water alone is not recommended
- Only use the microwave for food items
- Only turn on the microwave when something is in it, never when it is empty
- Keep microwave oven clean, since a dirty oven will cook more slowly and unevenly and food residue can ignite and start a fire
- Don't add an extension cord to the oven's own cord. Microwave ovens should use a separate 110-volt grounded circuit. Don't connect other appliances to the same circuit
- Fire extinguishers should be available where cooking is done.
- If a fire should start inside the oven, leave the door closed, disconnect the power cord if safe to do so, and call 911.

B-6 Classroom Pets

The SPCA recommends that schools establish the following, or similar, school policy and regulations regarding animals in the classroom:

Policy: The board believes that animals kept in schools should be for instructional purposes only.

Regulations:

- The principal shall approve all animals that are brought into the school for instructional purposes.
- Animals shall be housed in suitable, sanitary, self-contained enclosures appropriate to the size of the animal.
- Teachers will be responsible for ensuring enclosures are kept in a sanitary condition.
- Animals shall not be allowed to roam freely in the school.
- Prior to introducing any animals into the classroom, teachers shall be certain that:
 - Students and school personnel are not allergic to their presence.
 - The animals are free from any diseases or parasites.
 - The animals will present no physical danger to students.
 - Students will be instructed in the proper care and handling of the animal.
- Staff shall not bring their own household pets into schools except for instructional purposes.

Caution: The Centers for Disease Control (CDC) states that:

- Children aged less than 5 years should avoid contact with reptiles and amphibians and any items that have been in contact with reptiles and amphibians because of increased risk for Salmonella infection because their immune systems are still developing.
- Reptiles and amphibians should not be allowed in childcare centers.
- Persons always should wash their hands thoroughly with soap and water after handling reptiles and amphibians or their cages.
- Food and drink should not be allowed in animal-contact areas.
- Children under 5 years old should not touch baby chicks and ducklings. These baby birds can pass Salmonella bacteria to children and make them very sick.

More complete information from the CDC can be accessed here:

<https://www.cdc.gov/healthypets/specific-groups/schools.html>

**Section C:
Employee
Health &
Safety**

C-1 Employee Safety Training

All employees will receive the following trainings on the schedule listed

Yearly

- Pre-Week Safety Training by SECC OE covering:
 - Anti-Harassment
 - Behavior & Conduct Expectations
 - Bloodborne Pathogens
 - Classroom Decor & Setup
 - Slips/Trips/Falls
 - Ergonomics & Proper Lifting
 - Ladder Safety
- Mandated Reporter Training Online through Vector Safety
- Emergency Operation Plan
 - Local school ensures all staff know what their roles are in the case of various emergencies.

Every Two Years

- Online anti-harassment training through Human Resources
- CPR
 - Schools are required to keep track of training and many provide training on-site. The training must include an in-person session. For available classes in your area visit: <https://www.redcross.org/take-a-class>

C-2 Employee Background Check

All employees must undergo a Live Scan background check upon application. The Office of Education regularly monitors any updated information on employees and takes appropriate action.

C-3 Employee Health Records & Expectations

Health Records

The Office of Education maintains health records for educational personnel. These records are confidential and are handled as such.

Physical Examinations

Prior to initial employment, persons in certificated positions must provide verification of adequate physical and mental health to instruct and/or associate with children. A written report based upon an examination made within the preceding 12 months and signed by the physician is to be filed with the employing organization. Thereafter, a physical examination is required by the employing organization every four years. (PUC Education Code E-10-124, E18-116)

In the event that your medical group or PCP will not cover pre-employment physicals, the Office of Education or your school will pay up to \$75. Schools requiring physicals for auxiliary personnel are responsible for the cost of such examinations. The cost of TB testing of auxiliary personnel is to be borne by the local school.

TB Test Requirement For School Employees And Volunteers

"A prospective employee shall provide written proof of a TB risk assessment or TB skin test signed by a health care provider, conducted within 60 days preceding the date of employment." (PUC Education Code E10-124). California laws AB 1667 (employees, contract employees, volunteers for prolonged periods of time and drivers) and SB 792 (persons employed in child care centers) require a TB risk assessment be administered and if risk factors are identified, a TB test and examination be performed by a health care provider to determine that the person is free of infectious tuberculosis.

"Thereafter those employees who are skin test negative shall be required to undergo the foregoing examination at least once each four years or more often if directed by the school upon recommendation of the local health officer for so long as the employee remains skin test negative. Once an employee has a documented positive skin test, the foregoing examination is no longer required and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care." California Health and Safety Code 121525

At the discretion of the Office of Education or the school administration, the foregoing shall not apply to employees who are employed for any period of time less than a school year whose functions do not require frequent or prolonged contact with pupils. However, if it is believed that the presence of the persons in and around the school premises would constitute a health hazard to the students, the tuberculosis screening should be required.

All volunteers in schools, unless their functions do not necessitate frequent or prolonged contact with pupils, shall also be required to have on file with the school a certificate showing that within the last four years the person has been examined and has been found to be free of communicable tuberculosis.

A person who transfers his or her employment from another school or district shall be deemed to meet the requirement if the person can produce a certificate that shows that he or she was examined within the past four years and was found to be free of communicable tuberculosis, or if it is verified by the school previously employing him or her that it has a certificate on file.

Based on: California Health and Safety Code 121525-121555 and California Education Code 49406

The TB Risk Assessment Questionnaire and Certificate of Completion documents are shared below. They can be accessed online (with further detail) at:

https://ctca.org/wp-content/uploads/TBCB-CA-School-Staff-Volunteer-TB-Risk-Assessment_updated-May-20203.pdf



California School Employee Tuberculosis (TB) Risk Assessment Questionnaire



(for pre-K, K-12 schools and community college employees, volunteers and contractors)

- Use of this questionnaire is required by California Education Code sections 49406 and 87408.6, and Health and Safety Code sections 1597.055 and 121525-121555.^
- The purpose of this tool is to identify **adults** with infectious tuberculosis (TB) to prevent them from spreading disease.
- **Do not repeat testing** unless there are **new risk factors since the last negative test**.
- **Do not treat for latent TB infection (LTBI) until active TB disease has been excluded:**
For individuals with signs or symptoms of TB disease or abnormal chest x-ray consistent with TB disease, evaluate for active TB disease with a chest x-ray, symptom screen, and if indicated, sputum AFB smears, cultures and nucleic acid amplification testing. A negative tuberculin skin test (TST) or interferon gamma release assay (IGRA) does not rule out active TB disease.

Name of Person Assessed for TB Risk Factors: _____

Assessment Date: _____

Date of Birth: _____

History of Tuberculosis Disease or Infection (Check appropriate box below)	
<input type="checkbox"/>	Yes <ul style="list-style-type: none"> • If there is a <u>documented</u> history of positive TB test or TB disease, then a symptom review and chest x-ray (if none performed in the previous 6 months) should be performed at initial hire by a physician, physician assistant, or nurse practitioner. If the x-ray does not have evidence of TB, the person is no longer required to submit to a TB risk assessment or repeat chest x-rays.
<input type="checkbox"/>	No (Assess for Risk Factors for Tuberculosis using box below)

TB testing is recommended if <u>any</u> of the 3 boxes below are checked	
<input type="checkbox"/>	One or more sign(s) or symptom(s) of TB disease <ul style="list-style-type: none"> • TB symptoms include prolonged cough, coughing up blood, fever, night sweats, weight loss, or excessive fatigue.
<input type="checkbox"/>	Birth, travel, or residence in a country with an elevated TB rate for at least 1 month <ul style="list-style-type: none"> • Includes countries <u>other than</u> the United States, Canada, Australia, New Zealand, or Western and North European countries. • Interferon gamma release assay (IGRA) is preferred over tuberculin skin test (TST) for non-US-born persons.
<input type="checkbox"/>	Close contact to someone with infectious TB disease during lifetime
Treat for LTBI if TB test result is positive and active TB disease is ruled out	

^The law requires that a health care provider administer this questionnaire. A health care provider, as defined for this purpose, is any organization, facility, institution or person licensed, certified or otherwise authorized or permitted by state law to deliver or furnish health services. A Certificate of Completion should be completed after screening is completed (page 3).

Certificate of Completion Tuberculosis Risk Assessment and/or Examination

To satisfy **job-related requirements** in the California Education Code, Sections 49406 and 87408.6 and the California Health and Safety Code, Sections 1597.055, 121525, 121545 and 121555.

First and Last Name of the person assessed and/or examined:

Date of assessment and/or examination: _____ mo./_____ day/_____ yr.

Date of Birth: _____ mo./_____ day/_____ yr.

The above named patient has submitted to a tuberculosis risk assessment. The patient does not have risk factors, or if tuberculosis risk factors were identified, the patient has been examined and determined to be free of infectious tuberculosis.

X _____

Signature of Health Care Provider completing the risk assessment and/or examination

Please print, place label or stamp with Health Care Provider Name and Address (include Number, Street, City, State, and Zip Code):

C-4 Employee Harassment and Sexual Misconduct toward Students Policies

Employees are subject to the Pacific Union Education Code policies regarding harassment and sexual misconduct. All employees receive yearly training on these policies. The policies from the Pacific Union Education are shared below. The policies shared are for certificated personnel and the policy for classified personnel (which is nearly exactly the same) can be accessed in the Pacific Union Education Code.

Pacific Union Education Code: E10-140 Harassment Policy for Certificated Personnel

The following harassment policy applies to all certificated administrative and instructional personnel in the union.

A. Working Environment

The union recognizes its responsibility to all employees to maintain a working environment free from harassment. It endeavors to achieve this environment through educating employees that harassment violates the law and will not be tolerated. The union also endeavors to prevent harassment by publishing this policy, by developing appropriate sanctions for misconduct, and by informing all employees of their right to complain of harassment.

B. Personal Conduct

Education employees are to exemplify the Christ-like life. Engaging in behavior that is harmful to self or others, or that casts a shadow on their dedication to the Christian way of life should be avoided. Personal attire, posters, banners, bumper stickers, tags, flags, and other symbols whose message, historically or currently, is, or could reasonably be construed to be, one of prejudice, discrimination, or that is inflammatory, may not be displayed anywhere on the premises or while representing the employer in any capacity.

Employees should respect and uplift one another. Employees should never be placed in a position of embarrassment, harassment, ridicule, belittlement or disrespect. Nor should they be targeted because of gender, race, color, national origin, age or disability or any other classification under state or local law that does not conflict with the tenets of the church. To do so would be a violation of God's law and civil laws protecting human rights and governing workplace conduct.

C. Sexual Harassment

Sexual harassment is a form of harassment and involves unwelcome sexual advances, requests for sexual favors or other verbal, written or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

D. Improper Conduct

Improper conduct by the employer, co-workers and, in some instances, non-employees, can be spoken, written, physical and/or distributed through electronic means. It can include but is not limited to:

1. Any subtle or other pressure or request for sexual favors or activity, including any suggestion that an applicant's or employee's giving in to or rejecting sexual advances will have an effect on that person's employment or terms of employment;
2. Unwelcome sexual flirtation or propositions;
3. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g. patting, pinching, hugging, repeated brushing against another person's body, etc.);
4. Displays, whether worn on the person, displayed in offices or on personal vehicles parked in parking lots used by the organization of sexually suggestive pictures, drawings, cartoons or objects or other erotica;
5. Threats or demands for sexual favors;
6. Unwelcome or derogatory statements related to gender, race, color, national origin, age or disability (for example, kidding, teasing, degrading jokes or offensive comments or tricks);
7. Demeaning or degrading comments about an individual's appearance;
8. Denying an employee the opportunity to participate in training or education on account of gender, race, color, national origin, age or disability;
9. Limiting opportunities for promotion, transfer or advancement on account of gender, race, color, national origin, age or disability; or
10. Requiring a protected employee to perform more difficult tasks or less desirable work assignments in order to force retirement or resignation from employment.

E. Reporting Incidents

An employee who believes that harassment has occurred should immediately take the following steps:

1. Make it clear that such conduct is offensive and should be stopped immediately; and,
2. Report the incident to the immediate supervisor, principal, associate superintendent or superintendent of schools. The initial report should be followed by a written statement describing the incident and identifying potential witnesses.

F. Third Party Reports

Employees who are aware of incidents of potential workplace harassment toward others are to report such incidents to the immediate supervisor, principal, associate superintendent or superintendent of schools.

G. Investigation

A complaint of harassment shall be promptly handled and maintained in confidence to the extent possible.

H. Discipline

A violation of this policy may result in discipline, up to and including termination from employment, based on the provisions of the Education Code.

I. Prohibition of Retaliation

The union prohibits retaliation against an employee who complains of harassment.

J. False Allegations of Harassment

While individuals are urged to report alleged harassment, unfounded allegations against another employee or volunteer can irreparably harm a reputation and limit the ability to fulfill duties and responsibilities. Employees who bring malicious, spiteful, or false allegations of harassment may be subject to the disciplinary standards policies in the union Education Code.

Pacific Union Education Code: E10-144 Policy and Guidelines Relating to Sexual Misconduct Incidents Towards Students

Certificated and administrative employees are bound by the following sexual misconduct policy and guidelines for education personnel in the union.

A. Purpose of Policy and Guidelines

It is the policy of the union to eliminate sexual misconduct through prevention, appropriate investigation of complaints, civil reporting and corrective action where appropriate. Each local conference office of education and local school is responsible for implementing policies and procedures to prevent sexual misconduct and to investigate and to take corrective action in response to complaints.

B. Definition of Sexual Misconduct

Sexual misconduct as used in this policy refers to sexually oriented behavior by an adult, volunteer or employee toward a student. It includes but is not limited to, sexual advances; requests for sexual activity; inappropriate touching of a sexual, offensive or abusive nature; sexual comments, suggestions or threats; or conduct which has the purpose or effect of sexually stimulating the adult or student. Sexual misconduct can be spoken, written, physical and/or committed through electronic means.

C. Prevention of Sexual Misconduct

Local conferences and/or schools should attempt to prevent sexual misconduct by:

1. Careful screening of adults before employment begins. This should generally include a completed application, reference checks and a state and federal criminal record check subject to applicable law. State and federal criminal record summaries should be obtained by the employer on or before the first day of employment. In jurisdictions where a state department of justice does not allow for dissemination of federal criminal record summaries, the employee should be directed to obtain such a criminal record summary from the Federal Bureau of Investigation and provide it to the employer on or before the first day of employment. In cases where the state department of justice does not provide automatic updates to the employer of new arrests and convictions, or where the state department of justice does not provide federal criminal record summaries, the employer should enroll with a third-party vendor that will provide periodic criminal record updates during the year. The North American Division, approved provider may provide such services.
2. Periodic training for all adults who have a contact with students regarding sexual misconduct and child abuse reporting requirements.
3. Periodic training for students which emphasizes identification of and protection from sexual misconduct and reporting procedures of suspected incidents to an adult.

D. Obligation to Report Instances of Suspected Sexual Misconduct or Child Abuse

All instances of suspected sexual misconduct or child abuse must be reported to the appropriate school administrator and child protection agency as specified by state laws. Persons who are mandated by law to report suspected child abuse are protected from retaliation and civil or criminal liability under applicable state laws.

E. Procedure for Reporting Suspected Instances of Sexual Misconduct or Child Abuse

The following reporting procedures should be followed:

1. An employee who has knowledge of or observes a child who is known or reasonably suspected of being the victim of sexual misconduct or child abuse shall report the known or suspected incident to a child protective agency as soon as practically

possible by telephone. Child abuse includes sexual abuse, physical abuse and neglect. A written report should be sent within the specified time required by state law. The employee should consult with the administrator at the time of reporting.

2. If volunteers or other adults have reasonable suspicion of sexual misconduct or child abuse it should be promptly reported to child protective services and a school administrator.
3. The superintendent of schools or designee should be notified of the suspected incident as soon as practically possible if the suspected abuser is an employee or volunteer.
4. If the suspected incident involves an employee or volunteer, that person may be suspended from duty during the investigation by the child protection agency at the discretion of the superintendent of schools in consultation with the principal.
5. All suspected incidents of sexual misconduct or child abuse should be maintained in confidence apart from required notification to child protective services and school administrators. The information should only be shared with others on a need to know basis.

F. Investigation of Suspected Instances of Sexual Misconduct or Child Abuse

The superintendent of schools and the school administrator should cooperate with civil authorities in any investigation of suspected sexual misconduct or child abuse. The superintendent of schools or school administrator may need to conduct an independent investigation of suspected sexual misconduct or child abuse for employment purposes. This investigation should be conducted in a thorough and confidential manner and should be documented. Employment action should be taken in compliance with the procedures set forth in the Education Code. Employees may be suspended from duty with pay during the investigation.

Pacific Union Education Code: E10-188 Suspension or Revocation of a Certificate

- A. The certificates subject to suspension or revocation are; Basic, Standard, Professional, Administrator, and Designated Subjects/Services.
- B. A certificate will automatically be revoked for any of the following:
 - a. Any admission of guilt pertaining to sexual abuse, or of the following sexual misconduct.
 - i. Actual or attempted sexual contact with a minor or with any person where there exists a relationship with inequality of power.

- ii. Actual or attempted rape or sexual contact by force, threat, or intimidation.
 - iii. Criminal behavior of a sexual nature.
 - iv. Possession, manufacture, distribution or access with intent to view child pornography.
 - b. Any criminal conviction or plea of guilty, nolo contendere (no contest), or its equivalent for crimes of violence, sexual abuse, sexual misconduct, or possession, manufacture, distribution or access with intent to view child pornography.
 - c. Withdrawal or removal from membership in the Seventh-day Adventist Church.
- C. A certificate will automatically be suspended upon filing of criminal charges of any of the following:
 - a. Sexual contact with a minor.
 - b. Behaviors of sexual nature.
 - c. Crimes of violence.
 - d. Possession, manufacture, distribution or access with intent to view child pornography.

C-5 Personnel Conduct and Behavior Expectations

The Southeastern California Conference Education Board voted and approved a comprehensive policy regarding conduct expectations for employees. This policy will be reviewed yearly by all education employees with an acknowledgement to abide by it. The policy is shared below.

Purpose

The purpose of this policy is to provide all SECC faculty, staff, students, and volunteers with guidelines to maintain appropriate boundaries and professional relationships with students and to protect children from inappropriate conduct. All adults are expected to maintain the highest professional, moral, and ethical standards in their interaction with students that are conducive to an effective, safe learning environment. The interactions and relationships between adults and students should be based upon mutual respect and trust, and an understanding of the appropriate boundaries between adults and students both in AND outside of the educational setting.

This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also boundary-blurring and grooming behaviors that undermine the professional adult/student relationship and can lead to misconduct or the appearance of impropriety.

Avoiding the Appearance of Impropriety

Employees are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other adults when interacting with students. Although an employee's intention may be for a professional and/or legitimate educational purpose, the following situations can create the appearance of impropriety and should be avoided whenever possible:

1. Being alone with an individual student out of the view of others;
2. Inviting or allowing individual students to visit the employee's home;
3. Visiting a student's home unless home visits are a required and expected duty of the adult.

If unavoidable, these activities must be pre-approved by the appropriate school administrator. If not pre-approved, the employee must report the occurrence to the appropriate school administrator as soon as possible.

Electronic Communication with Students

As with other forms of communication, when communicating electronically, employees shall maintain professional boundaries with students at all times.

Electronic and other communications with students shall be used for legitimate educational purposes only. Employees shall not maintain personal contact with a student outside of school by phone, letter, electronic communication, or other means (beyond legitimate educational purposes) without including the parent/guardian and/or a school administrator on the communication.

Where an electronic communication needs to be sent to a team or club members, the electronic communication shall concern only legitimate educational purposes and shall be sent in a single communication to all participating team or club members. Where a communication concerns an individual's medical or academic privacy matters and needs to be sent to only that student, the school principal should also be copied and included in that communication.

When available, employees should use their school-issued email accounts, school-provided communication devices, and/or classroom parent-communication apps such as Remind or ClassDojo to communicate electronically with students.

Employees shall not communicate with students, for any reason, through use of a medium that is designed to eliminate all traces or records of the communication (e.g. "Snapchat" or other non-traceable messaging apps).

Employees shall not follow or accept friend requests from current students or non-adult former students or make social connections on personal social networking sites.

Employees shall not create or participate in any networking site for communication with students other than those provided by the school for this purpose, without the prior written approval of the school principal.

Boundary Violations

A boundary violation is an act or omission by an employee that does not have a legitimate educational purpose and has the potential to blur and/or abuse the professional adult/student relationship. Examples of employee conduct that violate professional adult/student boundaries include but are not limited to the following:

1. Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship.
2. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. Should a student initiate such discussions of a personal matter, employees are expected to refer the student to appropriate guidance/counseling staff.
3. Addressing students or permitting students to address staff members with personalized terms of endearment, pet names or otherwise in an overly familiar manner.
4. Contacting and/or communicating with a student outside of the educational setting by phone, e-mail, instant messenger or Internet chat rooms, social media apps or social networking websites such as Facebook, Instagram, or TikTok or letters beyond homework or other legitimate educational purposes without including the parent/guardian on the communication.

This prohibition specifically includes “friending” or “following” students on social media unless the social media page is dedicated to a legitimate school business. This also specifically includes the posting of student images or other personally identifiable information of students on an adult’s personal website or social media site.

5. Exchanging personal gifts, cards or letters with an individual student for which it is directly or implicitly suggested that a student is to say or do something in return.
6. Touching students or initiating physical contact with a student that serves no legitimate educational purpose.

Legitimate purposes include the following: (a) Assisting an injured student; (b) assisting a student with special needs who needs assistance with toileting (ECE’s) or other physical assistance; (c) appropriate coaching instruction; (d) appropriate music instruction; or (e) to protect the safety of students or staff.

7. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling,

recreational activities and visiting the student's home) outside of school-sponsored events, except where the student and adult are participating in a separately organized community activity.

8. Being alone with a student without a legitimate educational purpose.

Boundary Violations Constituting Serious Misconduct

A boundary violation that constitutes serious misconduct is an act, omission, or pattern of such behavior by an adult that does not have a legitimate educational purpose; and results in abuse of the staff/student professional relationship.

A. Romantic or Sexual Relationships

Employees are prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student, regardless of the student's age.

Prohibited romantic or sexual interaction involving students includes, but is not limited to:

1. Sexual physical contact;
2. Romantic flirtation, propositions, or sexual remarks;
3. Sexual slurs, leering, epithets, sexual or derogatory comments;
4. Personal comments about a student's body;
5. Sexual jokes, banter, innuendo, notes, stories, drawings, gestures or pictures of a sexual nature;
6. Spreading sexual or romantic rumors;
7. Touching a student's body or clothes in a sexual or intimate way or in a manner that is not age appropriate;
8. Restricting a student's freedom of movement in a sexually intimidating or provocative manner;
9. Displaying or transmitting sexual objects, pornography, pictures, or depictions to a student; or

10. Any type of conduct that would be considered harassment under the Pacific Union Education Code and School Handbook policy.

B. Social and Other Interactions

Employees are prohibited from engaging in social and other interactions with students which abuse the student/staff professional relationship.

Prohibited social and other interaction involving students includes, but is not limited to:

1. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose;
2. Furnishing alcohol, drugs or tobacco to a student, or being present where any student is consuming these substances and failing to notify the proper authorities;
3. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students;
4. Sharing personal secrets with a student;
5. Unnecessarily invading a student's privacy (e.g. intentionally walking in on the student in the bathroom);
6. Taking a student out of class without a legitimate educational purpose;
7. Giving a student a ride alone in a vehicle in a non-emergency situation without prior notification to and/or approval from the school principal as described above or a parent/guardian's permission;
8. Engaging in harassing or discriminatory conduct prohibited by other school or conference policies or by State or Federal law and regulations.

Limited Exceptions

There may be limited exceptions where an emergency situation or a legitimate educational purpose may justify deviation from the professional boundary guidelines set

out in this policy. However, the employee must be prepared to explain and articulate the reason for any such deviation and must demonstrate that he/she has maintained an appropriate relationship with the student.

Under no circumstance will an educational or any other reason justify deviation from the “Romantic and Sexual Relationship” section of this policy.

There may be circumstances where there is an appropriate pre-existing personal relationship between an employee and a student’s family that exists independently of the employee’s position with the school (e.g. when their children are friends). This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. Employees are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity.

It is understood that adults may be involved in other roles in the community through civic, religious, athletic, scouting or other organizations and programs whose participants may include the school’s students. This policy is not intended to interfere with or restrict an adult’s ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Duty to Report as a Mandated Reporter

When an employee observes conduct or has knowledge of another employee violating this policy that creates a reasonable suspicion of child abuse (including sexual abuse), or when an employee has reasonable suspicion of an adult harming or endangering a child, the employee shall report the conduct to the appropriate designated agency in accordance with California Law as a mandated reporter.

Investigation

Whenever the SECC Office of Education receives a report concerning a possible boundary violation, the superintendent will work with school administration, in-house SECC legal counsel and a Human Resources Administrator and if necessary, local authorities and Family and Child Services to conduct a prompt investigation utilizing the procedures for investigations of allegations of serious misconduct. The investigation shall include a review of the full history of concerns relating to the subject of the concern/complaint.

Immediate intervention shall be considered and implemented when necessary to protect student safety and/or the integrity of the investigation.

Disciplinary Action

Any employee who is found to have engaged in conduct in violation of law and/or this policy shall be subject to disciplinary action up to and including termination. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

A volunteer, student teacher, independent contractor or an employee of an independent contractor who violates this policy may be prohibited from working or serving in SECC schools and programs for an appropriate period of time or permanently, as determined by the Superintendent or designee.

Confidentiality and Retaliation

The SECC prohibits retaliation against anyone who files a complaint under this policy. Any employee who retaliates against any such complainant, reporter, or other participant in the complaint process shall be subject to discipline.

Reporting employees are specifically advised of the following:

1. Reporting employees are neither permitted nor responsible for investigating whether the conduct is inappropriate; and
2. Reporting employees are required to maintain confidentiality.

Confidentiality protects both the student(s) and the adult who is the subject of the complaint. Failure to maintain confidentiality may foster untrue and potentially harmful rumor and impede the investigation. Nothing in this policy shall prevent any represented employee from consulting with his/her exclusive representative.

This policy was voted to approve on March 6, 2023 by the SECC Education Board

C-6 Injury and Illness Prevention Program

The Southeastern California Conference has a comprehensive Injury and Illness Prevention Program (IIPP). Each school has a copy of the document outlining this program in their school office. More information on several of these safety measures can be found in Section E which outlines campus safety measures.

The IIPP can be accessed here:

[https://seceducation.org/wp-content/uploads/Injury and Illness Prevention Program - 2019.pdf](https://seceducation.org/wp-content/uploads/Injury_and_Illness_Prevention_Program_-_2019.pdf)

C-7 Student Workers

Schools should ensure that they are following all applicable laws regarding student workers. Schools should work cooperatively with Human Resources to follow these laws.

More information on student workers can be accessed here:

<https://www.dir.ca.gov/dlse/dlse-cl.htm>

**Section D:
Field Trip
&
Volunteer
Safety**

D-1 General Field Trip Planning Guidelines

Careful planning will result in a smooth-running, valuable field trip. One priority must be the safety of the students. The following list suggests more steps than most teachers will need. It may be possible to skip some of the steps, taking into account the type of trip and age of the students.

Before the field trip:

1. Obtain permission for the field trip.
 - a. Overnight trips require greater approval than just from administration. Below is a form which details who needs to approve various kinds of trips. The form can also be accessed here:
[https://secceducation.org/wp-content/uploads/Trip Approval Request.pdf](https://secceducation.org/wp-content/uploads/Trip%20Approval%20Request.pdf)
2. Request commercial or school buses for the proposed date; confirm availability or arrange for parents to drive cars; ensure that all drivers have completed the required forms and been approved or cleared to go.
3. Visit field trip site:
 - a. Note mileage, time and route
 - b. Meet with personnel at the site to develop a goal for the visit
 - c. Locate points of interest, bathrooms, drinking fountains, parking and central meeting places.
4. Contact person at the field trip site confirming the date, time, entrance fees, and any special arrangements that have been made verbally.
5. After completing 1-4 above, announce the field trip to students and parents.
6. Include pre-visit activities in the curriculum.
7. Send home Parent Permission and Emergency Consent to Treatment forms. Verify that all forms are returned with complete information at least 2-3 days before the trip.
8. Recruit adults to accompany children on trip; verify that each is an approved volunteer.
9. Arrange groups, ideally with not more than 4 elementary students per adult.
10. Consider using name tags for adults and students.
11. Arrange for care at the school site of any children who have not returned consent forms.

The day of the trip before leaving school

1. Review and give written summary of the following with adult chaperones:
 - a. The plans and objectives for the day
 - b. Discipline guidelines

- c. Procedures to follow in the event a child becomes hurt or separated from the group
 - d. Teacher's cell phone number
2. Give chaperones:
 - a. An envelope containing, " Parent Permission & Emergency Consent to Treatment" forms for each student
 - b. List of students they will be responsible for
 - c. School name tags
 - d. Copy of marked map with written directions
3. Remind students to use the restroom before departure.
4. Have prayer.
5. State law requires that a first aid kit be taken on every field trip.

At the field trip site:

1. Count all chaperones and confirm that each adult has his/her complete group of children.
2. Inform chaperones of any meeting places and times.
3. At the end of the field trip, recount all adults, confirming the presence of all students before boarding the bus or leaving for cars.

Upon return to school, ensure all students are picked up before the teacher leaves the school site.

On the following pages you will find these sample forms for field trips:

1. Field Trip/Outing Planner
2. Field Trip Request
3. Trip Approval Request (Overnight trips)
4. Parent Permission Slip & Emergency Consent to Treatment

FIELD TRIP/OUTING PLANNER

Class/Organization _____
 (3rd Grade, Pathfinders, English Dept., etc.)

Number of Attendees _____

Outing/Destination _____
 (Museum, Sea World, Zoo, Yosemite National Park, London, etc.)

Planned Activities _____

(List all planned activities: Museum Study, Concert, Camping, Day Hike, Rock Climbing, Bicycling, etc.)

TRANSPORTATION	√ ONE OR MORE			NOTES
Public Transportation				
Rental Vehicle				
School/Church Vehicle				
Private (Personal) Auto <i>(Not recommended)</i>				
NOTE: A NO response may indicate a need for additional safety/risk management measures.	YES	NO	N/A	
Qualified Drivers (Good driving record/current MVR, Age 21+, valid and current license per type of vehicle, etc. See NAD Working Policy — P50 26)				
Vehicle(s) -- Safe Well-Maintained Condition				
Tires -- Proper Size and Rating				
Meet Safe, Legal Tread Wear Limits				
Vehicle Properly Insured				
<input type="checkbox"/> Special Vehicle Insurance Coverage (Mexico)				
Fire Extinguisher				
Emergency Road Kit (Reflectors, etc.)				
First Aid Kit				
Seat Belts Required				
Seating and Load Capacity Adhered To				
Transportation in the Back of Open Vehicles <i>Prohibited</i> (Pickup Trucks, Flat Beds, etc.)				
Follow-up Vehicles Provided (Bike and Walkathons, etc.)				
ADMINISTRATIVE				
Permission Slips				
Medical Release Forms (Available for all children under 18)				
Volunteer Forms Signed/Filed (Child Abuse)				
Activity/Site Approval by Proper Authorities (State, County, City, Fire Marshal, Park Service, etc.)				
Requirements by Proper Authorities Met				
Certificates of Insurance Obtained as Needed				
Accident Medical Insurance				
<input type="checkbox"/> Miscellaneous Accident				
<input type="checkbox"/> Volunteer Labor Construction (as needed)				
<input type="checkbox"/> Short Term Travel (If outside U.S. and Canada)				
Traveler s Advisory Checked				

	YES	NO	N/A	NOTES
<i>SUPERVISION</i>				
Adequate Number of Supervisors* (Minimum of two required — Additional supervision based on risk)				Number Required _____
Supervision Qualified for Activity				
First Aid Trained Staff				
Current CPR and Lifeguard Certification				
<i>EMERGENCY PLANNING</i>				
(NOTE: In many regions, <i>weather</i> conditions can change dramatically in a short period of time — clear and warm to blizzard, cool to extreme heat. Check weather advisories and always plan for any potential weather extremes for the area visited.)				
Emergency/Disaster Plan Prepared				
Cellular Phone				
Portable Two-way Radios				
Citizen Band and/or Marine Radio				
AM/FM or Weather Band Radio				
Additional Clothing Requirements				
Shelter Requirements				
Emergency Water				
Emergency Food				
Wool or Space Blankets				
Clothing and Equipment Lists Distributed				
<i>ACTIVITY SAFETY</i>				
Safety Equipment Available for All Participants (Life Jackets, Safety Harnesses, Helmets, Knee and Elbow Pads, etc.)				
Safety Equipment Required for All Participants				
Safety Equipment Checked Prior to Trip				
Safety Equipment Inspected Before Each Use				
All Work Projects Adhere to OSHA and International Standards (Strongest Shall Be Used)				
All Child Labor Laws Observed				
<i>ADDITIONAL NOTES AND COMMENTS:</i>				

* See supervision attachment pertaining to examples of supervision requirements for various activities.

Requested by _____ Date _____

Title _____

Approved by _____

Date _____

Title _____

NOTE: Safety elements included in this form are suggested as minimal considerations. Other additional measures will generally be required for every activity. The maintenance of safe premises, operations, activities and equipment are the legal responsibility of the insured. Adventist Risk Management assumes no responsibility for the management or control of the insured's premises, operations and activities or for the safety elements or procedures used by the insured. Liability on the part of Adventist Risk Management for loss is hereby disclaimed.

(Name of School)

FIELD TRIP REQUEST

TO BE COMPLETED NO LATER THAN SEVEN (7) DAYS BEFORE THE DATE OF THE TRIP

INFORMATION:

Date of visit _____

Day of week _____

Time of Departure _____

Time of return _____

Place of visit _____

Address _____

City, State, Zip _____

Phone _____

Classes attending _____

Number of students _____

Number of adults _____

Cost per child _____

COMMUNICATION WITH PARENTS:

- Attached is a note to parents providing information and permission request.

POLICIES:

1. First aid kit must be carried.
2. Emergency treatment consent form must be carried.

PURPOSE:

- Educational: This trip is part of the instructional program in my class and appropriate educational activities are planned to be implemented before, during, and following this trip.
- Recreational: One school day per year is permitted (spring). If students will be swimming, please indicate the name of the lifeguard.
- _____

TRANSPORTATION:

Adult-child ratio according to Risk Management Seminar:

Activity	Adult/Child
High Risk Activity	1 to 4
Mild Risk Activity	1 to 12
Low Risk Activity	1 to 25

- Private Autos

_____ Each driver has an insurance form on file. Forms must be updated for each field trip.

_____ Each passenger will have a seatbelt to wear.

- School Bus

_____ Bus request has been approved.

Requesting Teacher

Date

Principal/Head Teacher

Trip Approval Request

(Please attach itinerary with request.)

Name of School: _____ Name of Teacher: _____

TYPE OF TRIP:

<input type="checkbox"/> A. Class, club and student association - 2 school days max. (ie. senior class trip & etc.) Organization/Class Name: _____
<input type="checkbox"/> B. Course-related and promotional groups - 3 school days max. (ie. music, drama & etc.) Organization/Class Name: _____
<input type="checkbox"/> C. Outdoor and extended campus education activities and mission outreach projects - 5 school days max. (ie. modern language, history, & etc.) Organization/Class Name: _____
<input type="checkbox"/> D. Combination of tours - see Education Code 1616 and attach explanation.
Date of Departure: _____ Date of Return: _____ TOTAL School Days _____

DESTINATION & APPROVAL PROCESS:

All tours must comply with Ed. Code section 1618-1624

	School Administrator	Conference Supt.	Hawaii Conf. Supt.	School Board	SECC Office of Ed.	GC Office of Ed.
<input type="checkbox"/> Intra Conference (Ed. Code section 1606)	x			x		
<input type="checkbox"/> Out of Conference (Ed. Code section 1608)	x			x		
<input type="checkbox"/> Out of Union (Ed. Code section 1610)	x			x	x	
<input type="checkbox"/> Tours to Hawaii (Ed. Code section 1612)	x	x	x	x	x	
<input type="checkbox"/> Interdivisional Tours (Ed. Code section 1614)	x			x	x	x

Location(s): _____

Number of students:	_____ Male	_____ Female	Cost per student: \$_____
Number of chaperones:	_____ Faculty	_____ Parents	

School Board Approval: _____	_____
Date	Signature of School Administrator

<i>To be completed by SECC Office of Education</i>	
<input type="checkbox"/> Request approved	
<input type="checkbox"/> Request denied	
_____	_____
Date	Signature of Superintendent

(Name of School)
FIELD TRIP
Parent Permission & Emergency Consent to Treatment

Name of Event: _____
Date of Event: _____
Time Leaving: _____
Time Returning: _____
Leaving From: _____
Returning To: _____
Transportation: _____
Sponsor: _____

Description of Event: (place(s), activities, supervision, other pertinent data)

Special Instructions:

I give permission for _____ to attend the
(student's full name)
_____ on _____ 20_____
(Name of Event) (Date)

I give consent for necessary first aid or any emergency medical attention.

_____ Date: _____ 20_____
Parent or Legal Guardian's Signature

On the day of the field trip I, _____ can be reached at
(Parent's Name)

Parent's Phone: (____) _____

Emergency Contact: _____
(Name) (Relationship to student)

Phone () _____

ANY SEVERE ALLERGIES? (circle one) YES NO . If YES, give details _____

(Remember to send any emergency medication needed for allergies or asthma e.g. EpiPen, inhaler)

D-2 Transportation Safety/Vehicle Use

School Buses

With certain exceptions, motor vehicles carrying school pupils at or below the 12th grade level to or from a private school or private school activities are subject to State Board of Education maintenance regulations and drivers must have a California school bus or School Pupil Activity bus driver certificate. (California Education Code, Sections 39830 et. seq.; Vehicle Code, Section 2807.2)

On field trips and school outings, students may be transported on a certified school pupil activity bus (S.P.A.B.) which is driven by a certified S.P.A.B. driver. These buses are operated by a common carrier or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between a school and carrier to transport school pupils at or below the 12th grade. The driver of such a bus is subject to the regulations adopted by the California Highway Patrol governing school bus drivers. (See California Education Code 89830.1 for details.) The driver of a S.P.A.B. must have a class B "P" endorsement drivers' license from the DMV and a certificate issued from the California Highway Patrol.

Instruction in School Bus Safety

Prior to departure on a school activity trip, all pupils riding on a school bus or school pupil activity bus shall receive safety instruction which includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. (California Education Code Section 39831.5)

Vans

No more than nine passengers (plus the driver) may be transported in any vehicle for school transportation that is not a certified S.P.A.B. vehicle regardless of the size of the vehicle.

Schools also are not allowed to transport students in 15 passenger vans. The following link provides helpful information regarding the kinds of vehicles that are not allowed:

<https://adventistrisk.org/getmedia/9e5d1bdb-8e38-4661-8915-0a800611373f/ifs-what-is-a-15passengervan-naden?ext=.pdf>

Private Cars

Adventist Risk Management does not recommend the use of privately-owned autos on approved field trips and events. If privately owned vehicles are used, however, adhere to the following:

- Drivers should understand that their auto insurance is "Primary".
 - Adventist Risk Management's auto insurance provides coverage on an excess basis. It is available after the vehicle owner and driver have filed a claim with their insurance company, the primary insurer. The vehicle owner and driver must go to their insurance company first.
- All drivers must be at least 21 years old but schools may raise the age to 25 especially if driving a rented vehicle.
- Copies of both the Driver's License and proof of auto insurance should be made by the school.
- Private vehicles must carry at least California's required minimum insurance which is 15,000/\$30,000/\$5,000. However, it is strongly recommended that private vehicles carry at least \$100,000/\$300,000/\$50,000 and preferably \$250,000/\$500,000/\$50,000.
- Do not allow a person with a poor driving record (at-fault accidents, moving violations) to operate a vehicle on behalf of the school.
- Drivers of privately-owned vehicles should understand that their insurance is solely responsible for any damage to their car.
- If someone other than the owner will be driving the vehicle, obtain information on the owner's insurance (company name, policy number, and policy term) and give this information to the person who will be driving the vehicle. The driver will need this information if an accident occurs. Also, prior agreement must be reached between the owner and driver specifying who will be responsible for any comprehensive or collision deductibles that might apply to damage done to the borrowed vehicle.
- Any private vehicle used for a field trip should be in good working order.
- (Every insurance policy contains limits, conditions, and exclusions. Read the policy carefully, because it may not respond to all claims for damage.)

The next page is a sample form that schools should have on file for any individual transporting students in their personal vehicle off-campus.

TRANSPORTATION INFORMATION FOR VOLUNTEER CARS

For the School Year 20__ to 20__

For Field Trips Involving Students of _____
(Name of School)

Today's Date _____

Auto Make _____ Model _____ Year _____

Registration Number (License Plate) _____

California Driver's License Number _____

Number of passenger seat belts _____
(Any child under the age of 6 weighing less than 60 lbs. must be secured in a federally approved child passenger restraint system and ride in the back seat of a vehicle.)

Insurance Company _____ Policy# _____

Insurance Agent _____ Phone# _____

Insurance Coverage:

\$15,000/\$30,000/\$5,000

California required minimum

\$100,000/\$300,000/\$50,000

Recommended

\$250,000/\$500,000/\$50,000

Strongly recommended

Insurance effective dates from _____ to _____

(Attach copy of current coverage)

Driver _____

Car Owner's Signature _____ Date _____

(Owner's signature indicates approval and signifies that the above information is correct.)

Owner's Phone Number _____

Emergency contact:

(Name) (Relationship) (Phone#)

DATE

DESTINATION

TEACHER/GRADE LEVEL

D-3 Volunteer Definitions & Requirements

The SECC continually strives to ensure that children in our schools are protected from all harm. Parents who wish to volunteer on campus or attend field trips must be trained and background checked to ensure student safety. Our school policies comply with the new AB506 law for volunteers in youth service organizations.

Based on duration and type of volunteering, there are different requirements. The following details the expectations for each level of volunteering.

Special Event Visitor

- Definition: Individuals who attend/assist with a couple special on-campus events (i.e. Class Christmas Party, Concert, Child's Birthday) and whose only interaction with the students is in the presence of an administrator or teacher.
- Requirements:
 - None.

Level 1: Basic Volunteers/Field Trip

- Definition: Volunteers who accompany students while on off-campus trips and are with students for no more than 32 hours in a school year.
- Requirements:
 - Register with Sterling Volunteers at <https://www.ncsrisk.org/adventist/> and go through process (every two years) which provides:
 - Signature of SECC Volunteer Commitment Form
 - Child Safety Training
 - Background Check
 - If driving, MVR Check
 - If transporting students, must also provide drivers license and insurance information to the school.
 - <https://secceducation.org/wp-content/uploads/Transportation Info Volunteer Cars.pdf>

Level 2: Extended Volunteers/Overnight Trips

- Definition: Volunteers who have frequent or prolonged contact with students (More than 32 hours in the year). Examples include:
 - Anyone on an overnight school trip.
 - Coaches
 - Individuals who volunteer at the school on a weekly basis.
- Requirements:
 - Sign the SECC Volunteer Commitment

- [https://seceducation.org/wp-content/uploads/School Volunteer Commitment.pdf](https://seceducation.org/wp-content/uploads/School_Volunteer_Commitment.pdf)
 - Complete Live Scan Background Check (NOTE: This only has to be done once.
 - The following form needs to be taken to an authorized location and completed.
 - [https://seceducation.org/wp-content/uploads/LiveScan Request 2017 Volunteer.pdf](https://seceducation.org/wp-content/uploads/LiveScan_Request_2017_Volunteer.pdf)
 - A list of Live Scan locations can be accessed here:
 - <https://www.oag.ca.gov/fingerprints/locations?county=Riverside&=Apply>
 - Complete a Volunteer training module for child safety and provide a certificate of completion to the school.
 - Required training accessed here:
 - <https://mandatedreporterca.com/training/volunteers>
 - Have on file with the school, a certificate showing that within the last four (4) years, the person has been examined and has been found to be free of communicable tuberculosis.
 - Form can be accessed here:
 - https://ctca.org/wp-content/uploads/TBCB-CA-School-Staff-Volunteer-TB-Risk-Assessment_updated-May-20203.pdf
 - If also want to be cleared to drive students:
 - Must request an MVR check through Sterling Volunteers.
 - <https://www.ncsrisk.org/adventist/>
 - On role: Click “Driver Only” which will then take you through the process.
 - Must provide drivers license and insurance information to school.
 - [https://seceducation.org/wp-content/uploads/Transportation Info Volunteer Cars.pdf](https://seceducation.org/wp-content/uploads/Transportation_Info_Volunteer_Cars.pdf)

Southeastern California Conference Office of Education School Volunteer Commitment

Thank you for your willingness to volunteer at the school. The Office of Education, Southeastern California Conference of Seventh-day Adventists, believes it is imperative that those working with children have meaningful guidelines for conduct in order to protect the safety and well-being of all involved. Working with children and youth is not only a privilege, but also a serious responsibility that must be approached with utmost care. We are asking that you commit to the following actions while volunteering for your school.

I will. . .

- Cooperate with the staff of the school and gladly follow their direction.
- Model Christian behavior and language with care, kindness, and professionalism.
- Provide appropriate supervision at all times, never leaving unattended a student or group of students for whom I am responsible.
- Avoid all situations where I would be alone with one student. If impossible, I will ensure it is for brief periods of time and in a public place that others can easily access or see inside.
- Avoid physical contact with students. In emergency situations where touching may be necessary, I will ask the student for permission.
- Respect the privacy and honor the confidentiality of students, families and staff.
- Affirm student behavior with appropriate comments that cannot be misunderstood.
- Abstain from disciplining students but direct those situations to staff members.
- Avoid private communication with students via texting, social media, etc.
- Cooperate with the volunteer screening process as required by the school.
- Understand there is no payment nor employment relationship for services rendered.
- Understand my privilege to volunteer may be rescinded at any time by the school administrator.

I have read this document and agree to abide by the School Volunteer Commitment outlined above.

Printed Name

Signature

Date

Section E:

Campus

Safety

E-1 Campus Safety Overview

To facilitate the health and safety of students and staff, schools are expected to regularly inspect the campus for hazards, train staff on safety procedures, and ensure their emergency operations plan is operational.

The following pages will provide details on the following expectations but an overview of expected reports that must be turned into the Office of Education annually are as follows:

1. Campus Safety Inspection
 - a. Due Dates
 - i. Middle of School Year (Pre or Post Christmas Break)
 - ii. Post-Week
2. Emergency Operations Plan
 - a. Due Date: End of the second week of school
3. Record of Emergency Drills
 - a. Due Date: Close of Post-Week
 - b. The schedule of drills is found in the Emergency Operations Plan and is as follows:
 - i. Fire - Monthly (K-8); Semester (9-12)
 - ii. Earthquake - Quarterly (K-8); Semester (9-12)
 - iii. Lockdown - Semester (K-12)
 - iv. Shelter-in-Place (Optional)
4. Staff Safety Training
 - a. Completed by the Office of Education during Pre-Week.
 - b. No report is necessary because it is conducted by the OE. However, the OE might need assistance with ensuring all employees attend live, or view the training session at a later date.
 - c. Topics covered include:
 - i. Bloodborne Pathogens
 - ii. Classroom Decor & Setup
 - iii. Slips/Trips/Falls
 - iv. Ladder Safety

E-2 Campus Safety Inspection

The following pages contain the required Campus Safety Inspection Report. The list is meant to help schools do an in-depth walkthrough of their entire campus to check for potential safety hazards. Identify potential safety issues, broken items needing repair, out-dated equipment, etc. Some examples of what to evaluate have been listed after each item but are not exhaustive.

Schools should create a list of items to remedy at the end of the document and take corrective action ASAP.

The main inspection should be done during Post-Week annually. This will allow the school to have time to fix issues over summer break. It would be wise to review the document during pre-week to ensure action items have been completed.

The inspection should also be done in the middle of the school year (pre or post Christmas break) to ensure no new issues have arisen.

Schools should be proactive in addressing problems throughout the year and not wait until an official inspection takes place.

The Campus Safety Inspection form can also be accessed here:

<https://secceducation.org/wp-content/uploads/SECC-Campus-Safety-Inspection.pdf>

SECC Campus Safety Inspection

Last Updated: May 2022

Instructions:

- The following list is meant to help you do an in-depth walkthrough of your entire campus to check for potential safety hazards. Identify potential safety issues, broken items needing repair, out-dated equipment, etc. Some examples of what to evaluate have been listed after each item but are not exhaustive. Use common sense.
- Please create a list of items to remedy at the end of the document and take corrective action ASAP.
- Keep a copy on file in the school office and send a copy to Kathi Christenson at: kathi.christenson@seccsda.org

Due Dates:

1. Post-Week Each School Year
2. Middle of School Year (Pre or Post Christmas Break)

School Name: _____ **Date:** _____

Outside

- Parking Lot — Trip & Fall Hazards, cracks, large potholes
- Sidewalks — Trip & Fall Hazards, cracks, uneven surfaces, raised joints
- Ramps & Steps — Trip & Fall Hazards, cracks, uneven surfaces, broken step edges
- Handrails — Loose, broken or missing
- Grass (Irrigation System)
- GFCI electrical outlets installed in outdoor locations
- Lighting - adequate in high use areas
- Playground (complete Playground Safety Inspection on page 4)
- Fences/Gates - no missing sections or poking hazards
- Signage - visible and correct
- Traffic Pattern - clearly marked and communicated
- Lockers - broken or loose from walls
- Security - Front gate locking system, intercom functional

Lobby/Hallways

- Flooring — trip & fall hazards, loose or ripped carpeting, cracked, broken or missing tile/laminated flooring.
- Stairways — same as above
- Handrails for Stairs — loose, broken or missing
- Lighting
- Clear of Clutter
- Fire Extinguishers - up-to-date annual inspection tags
- Windows
- TV's/Bookshelves/Furniture - secured
- Cover Plates - on all wall plugs & switches

Classrooms

- Flooring
- Lighting
- Windows
- Plumbing (Sinks, Toilets)
- TV's/Bookshelves/Furniture - secured
- Exits clear with panic hardware in good working condition
- Disaster and fire escape routes are posted
- No paper on exit doors
- Less than 20% paper on walls
- First Aid Kit
- Cover plates are on all wall plugs & switches
- GFCI electrical outlets installed within six (6) feet of a sink or water source
- No extension cords being used permanently
- Cords aren't causing tripping hazards
- Fire Extinguishers have up-to-date annual inspection tags
- Industrial arts power equipment is grounded and has guards in place
- Chemicals stored properly
- Flammable fuels stored in UL approved containers or metal fire proof cabinets

Restrooms

- Flooring
- Lighting
- Plumbing
- Partition Walls
- GFCI electrical outlets installed within six (6) feet of a sink or water source

Mechanical/Custodial Rooms/Closets

- Ensure all systems functioning properly
 - Fire Alarm System
 - Security System
- Kitchen Automatic Fire Suppression Hood system has an up-to-date semi-annual inspection tag
- Free of clutter
- Storage rooms shelves or stacked items have a minimum of twenty-four (24) inches of clearance below the ceiling
- Chemicals stored properly
- Hot Water Tanks have EQ secured strapping
- Landscaping equipment has safety guards in place and electric power tools are grounded
- Flammable fuels stored in capped UL approved containers or fire-proof cabinet

Playground Safety Inspection

SURFACING

- Does the equipment have adequate protective surfacing under and around it (12-14" sand, crushed wood or equivalent protection)?
- Is the loose-fill surfacing material free of foreign objects or debris?
- Is the loose-fill surfacing material loose and un-compacted and of sufficient depth in heavy use areas such as under swings or at slide exits?

GENERAL HAZARDS

- Is all equipment free of sharp points, or dangerous corners or edges?
- Are all pipe ends covered with undamaged protective caps or plugs?
- Are all hazardous protrusions and projections, such as bars or bolts, removed?
- Are all potential clothing entanglement hazards removed or repaired (e.g. open S-hooks or protruding bolts)?
- Have you ensured that there are no pinch, crush, or shearing points or any exposed moving parts?
- Have you checked for trip hazards, such as exposed footings and anchoring devices, and rocks, roots, or any other environmental obstacles in the play area?

DETERIORATION OF THE EQUIPMENT

- Is all equipment free of rust, rot, cracks or splinters, especially where it comes in contact with the ground?
- Are all components on the playground equipment unbroken and in good condition (e.g. handrails, guardrails, protective barriers, steps or rungs on ladders)?
- Are all fences, benches, and signs on the playground in an undamaged condition?
- Is all equipment securely anchored?

SECURITY OF HARDWARE

- Are all fastening devices and connections, such as S-hooks and chains, secure and in good condition?
- Are moving components, such as swing hangers, swing rings or nets, unworn and safe?

DRAINAGE

- Does the entire play area have satisfactory drainage, especially in heavy use areas such as under swings and slide areas?

GENERAL UPKEEP OF PLAYGROUNDS

- Is the entire playground free from miscellaneous debris or litter such as branches, cans, glass, animal waste, etc.?

Corrective Measures Needed

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

E-3 Emergency Operations Plan

The purpose of the Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of each school and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that each school has established guidelines and procedures to respond to incidents/hazards in an effective way.

The following pages provide the standard template that each school is expected to utilize and updated annually. A copy of the EOP should be sent to the Office of Education by the end of the third week of school (same time as opening report).

Note: Sections schools need to add their specific details are highlighted in yellow.

(School Name) Emergency Operations Plan

The purpose of the (School Name) Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of (School Name) and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that (School Name) has established guidelines and procedures to respond to incidents/hazards in an effective way.

Key Phone Numbers

Emergency: 911

Non-Emergency Police Dispatch:

Local Police Station:

Fire Department:

Gas Leaks: 1-800-427-2000

Poison Control: 1-800-876-4766

These emergency numbers are posted in key buildings/offices throughout the campus.

Preparation & Prevention

Preparation and prevention are key elements to our EOP. The following page titled, "Emergency Operation Plan Yearly To-Do List" shows the actions our school will take on a yearly basis to ensure our EOP is functional and operational.

The categories of actions we take include:

- Regular review and updating of this plan
- Working closely with law enforcement/emergency services
- Facility preparation including checking door locks, alarm system, first aid kits are stocked, etc.
- Scheduling and performing regular drills
- Training all members of staff of their roles in emergencies
- Ensuring communication channels with parents are functional.

Emergency Operation Plan Yearly To-Do List

Prior to Each School Year

- Ensure emergency plan document is updated and ready
 - Update staff roster and assignments
 - Ensure off-campus evacuation site is still available and prepared

- Connect with local law enforcement/emergency services to ensure a strong working relationship.
 - Ensure lockbox/knox box is functional with master key and EOP printout or digital copy on usb
 - Schedule campus visit to review EOP and become familiar with campus

- Facility Preparation
 - All doors lock securely and easily (Interior and Exterior. Strongly recommended to have additional securing device or barricade wedge)
 - Alarm system is functional
 - Intercom system is functional
 - Fire extinguishers are serviced and functional.
 - AED's are serviced and functional
 - First Aid Kits are in each room and fully stocked
 - Emergency evacuation maps are posted in each room

- Schedule Drills
 - Fire - Monthly (K-8); Semester (9-12)
 - Earthquake - Quarterly (K-8); Semester (9-12)
 - Lockdown - Semester (K-12)
 - Shelter-in-Place (Optional)

- Train all members of staff of their roles in emergencies
 - Go over all procedures for various emergencies
 - Ensure all staff members are current with CPR training (renew every two years)

- Communication with Parents
 - Accurate emergency contact information for each student (registration)
 - Contact method is functional and all information accurate
 - Basic plans and off-site reunification location is provided (Sample letter provided at end of document)

During School Year

- Train all students on what to do in various emergencies (Complete within first few weeks of school year)
- Conduct drills as scheduled
- Year-end: Turn in Record of Emergency Drills form to Office of Education (Form provided at the end of this document)

Emergency Plans & Operations

Key Roles and Responsibilities in Emergencies

NOTE: The following are key actions that need to be taken in the event of an emergency. Each school will need to assign individuals/teams to accomplish them based on school size. Individuals can assume multiple roles and may want to use different titles. You also should list how each item will be accomplished (if not obvious)

- List how a staff member can report an emergency to initiate emergency response
- List how school will handle receiving a notification from local law enforcement agency for the school to either evacuate or lockdown/shelter in place?
 - Small schools without full-time office support staff need to ensure local law enforcement has the best phone number to contact in an emergency.
- Incident Commander/Point Person (Have at least one backup person - Usually Principal)
 - Receive report from any staff member of hazard.
 - Communicate with local law enforcement/disaster response and serve as liaison for whole event
 - Communicate to staff/students the hazard to start emergency procedure (How? List for each hazard if different)
 - Communicate when local emergency services has provided the all-clear to return to any evacuated building.
- Care/Supervision of Students (Usually Teacher)
 - Ensure students take appropriate emergency action (i.e. evacuate/lockdown): Classroom Teacher
 - Account for all students and if any missing report to search and rescue leader.
 - Supervise students until able to return to class or are reunited with parent
- Search and Rescue
 - Check with each teacher to ensure all students are accounted for
 - If any missing, inform qualified emergency personnel and coordinate with them.

- School personnel should never re-enter buildings that have been evacuated.
- Security (If staff available)
 - Block entry to campus except for law enforcement/emergency services
- Medical/First Aid
 - Provide immediate medical assistance needed until emergency services arrives
- Communication with Parents
 - Send communication to parents that is timely and accurate and provides clear expectations for reunification.
- Communication with General Public
 - Coordinate with SECC Office of Education to have a specific spokesperson who makes all public statements on behalf of the school.
- Reunification (NEED TO PROVIDE SOME DETAIL ON HOW THIS WILL HAPPEN)
 - Ensure students are only reunified with authorized individuals.
 - Keep full record of all students present and checked-out.

Evacuation Locations

On Campus

- Primary outdoor evacuation location:
- Secondary outdoor evacuation location:
- Primary indoor evacuation location:
- Secondary indoor evacuation location:

Off Campus

- Primary evacuation location
- Secondary evacuation location (if possible - in opposite direction from primary evacuation location)

Hazard-Specific Guidelines

Fire

General Guidelines

- If no alarms are sounding, pull the nearest fire alarm.
- Communicate ASAP with the incident commander the location of the fire.
- Don't run but get away from the fire area ASAP and assemble in the prearranged evacuation location.
- Immediate danger is from smoke inhalation.
- If possible and ONLY if it is SAFE, close the doors to rooms and hallways. This will help prevent the airflow of smoke.

- Be aware that the fire can cut off prearranged evacuation routes so be ready to adjust using a secondary evacuation route.
- Extinguish small fires only if possible.
- Remember - evacuation of students is the first priority! Only an adult should use a fire extinguisher once students are safely evacuated from the area.
- Use P.A.S.S. for use of a fire extinguisher:
 - Pull pin from handle.
 - Aim low at base of fire.
 - Squeeze handle.
 - Sweep from side to side
- Do not re-enter the building until it is deemed safe

If evacuating from smoke filled rooms/areas

- Feel doors before opening for any heat.
- Stay low and crawl as you move.

If inside building and unable to evacuate

- Use wet towels or clothes to block smoke under doorways and air vents.
- Put closed doors between yourself and the smoke and heat.
- Stay close to the floor.
- Cover your mouth and nose with a wet cloth.
- Seal cracks around windows and doors.
- Call for help.

Supervision of Students

- Once students are safely at the evacuation location, take roll and ensure all students are accounted for.
- If any students are missing, immediately notify the incident commander.

Earthquake

General Guidelines

- If you are safe where you are, then stay there. More injuries occur trying to move.
- Don't light matches or turn on any switches in case of gas leaks.

If inside a building during shaking

- Implement "Duck, Cover, Hold On" position.
- If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall.

After Tremor/Shaking

- Check for injured people. DO NOT move seriously injured personnel.
- Initiate the evacuation action when safe to do so.
 - NOTE: Most injuries during earthquakes occur when people are hit by falling objects when entering or exiting from buildings.
- All doors should be left OPEN to minimize jamming if the building shifts.
- DO NOT use plumbing or electrical devices until authorized personnel give the clear to do so.

If outside a building during shaking:

- Move away from any structures, trees, debris, utility lines, and wet areas.
- Implement action “Duck, Cover.”
- Do not enter any structures or buildings looking for safety.
- Be aware of panicked crowds that can stampede and cause more injury.
- Proceed to the evacuation site.

Lockdown/Active Shooter

General Guidelines

- No single response fits all situations, but with proper training and planning, we can overcome the shock and fear of the moment and commit to proper action.
- Three Basic Options:
 - (Run) Run away from the shooter
 - (Hide) Seek a secure place to hide and/or deny the shooter access
 - (Fight) Incapacitate the shooter
- Staff will rarely have all the information at the moment so they will have to use their best judgment at the moment based on the training they have received.
- Responding immediately is vitally important. Don't wait.

Three Main Options:

Run

- If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.
- Leave personal belongings behind.
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs.
- Avoid escalators and elevators.
- Call 911 when safe to do so.

- Take roll of all students present with you and alert incident commander to students present on campus but not with you in evacuation location.

Hide

- If running is not a safe option, hide in as safe a place as possible.
- Hide in a location where the walls might be thicker and have fewer windows.
- Lock the doors.
- Barricade the doors with heavy furniture.
- Close and lock windows and close blinds or cover windows.
- Turn off lights.
- Silence all electronic devices.
- Remain silent.
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room).
- Use strategies to silently communicate with first responders, if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the number and status of the room's occupants; and
- Remain in place until given an all clear by identifiable law enforcement officers.

Fight

- If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, chairs, books, etc.

Interacting with First Responders

- Law enforcement's first priority will be to locate and stop the shooter.
- Students and staff should fully cooperate and not interfere with them. Students and staff must display empty hands with open palms in the presence of law enforcement.
- Emergency first responders will only enter the building to provide medical assistance once an area has been deemed safe by local law enforcement commanders.

Lockdown Drill Recommendations

- We will conduct these drills with the utmost care and planning. These drills can be traumatizing for students, particularly in the early grades. A few guidelines for effective drills we will follow include:
 - Ensuring all staff and students have been instructed on what to do.

- Communicating the timing of the drill in advance to families so they can help prepare children and then follow-up after the drill.
- Not over dramatize the drill but do it in a matter-of-fact way.
- We will follow the helpful guidelines and recommendations found here:
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/mitigating-psychological-effects-of-lockdowns>

Shelter-in-Place

General Guidelines

- This should be utilized when conditions are safer inside the building than outside.
- Do not allow anyone to leave the classroom.
- For severe weather sheltering, students and staff are held in the building safe areas and interior room away from windows.
- For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classroom, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed.

Recovery

- Our goal in recovery is to return to learning as quickly as possible while providing a caring and supportive school environment.
- We will work in coordination with the Office of Education of the Southeastern California Conference which has numerous resources to support in all areas of recovery.

Sample Parent Letter

Parent,

We take seriously the health and safety of all our students and staff. We are equipped and confident to handle a disaster if one should occur. We have a comprehensive Emergency Operation Plan that outlines specific procedures in the event of an emergency. Throughout the school year, we conduct drills to ensure our plans are effective and operational. We do want to inform you of some important things to know if there is a disaster during school hours.

Communication of Emergency

- The school's highest priority is to first evaluate and respond to the emergency and ensure the immediate safety of students, then to notify parents/guardians if the emergency dictates.
- In the event of an emergency DO NOT CALL THE SCHOOL. We will communicate with you by _____ (Insert information on parent notification system)
- The alert communication system accuracy is dependent on making sure all information is up to date in the school's database. Any adjustments in your contact information can be made by contacting the school.
- When you receive a message from the alert system, please regard it as very important. DO NOT CALL THE SCHOOL. If it is an emergency notification, it will include instructions.

Reunification with Students

- It is vitally important that you not immediately drive to school and interrupt the work of emergency services. We will inform you when, and where, you can pick up your child.
- We will ensure all students are properly supervised at all times. Students will only be released to an authorized parent or guardian. Please bring a Photo ID to identify yourself for release of any student to your care. Do not attempt to remove your child or any other child from school without properly checking out with the appropriate personnel.
- Conditions may be such that it is necessary to remove students from the immediate area. We will communicate to parents/guardians the location of students for pickup in this event.

Our hope and prayer is that we never have to deal with this situation but it is important we are all prepared and ready in the event it does. If you have any questions, please let us know.

RECORD OF EMERGENCY DRILLS

Name of School: _____ School Year: _____

Fire Drills

Month	Date	Time of Day	Evacuation Time	Person Responsible
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

Fire drills are to be conducted and recorded at least once a month for elementary, quarterly for intermediate, and twice a year for secondary. All students, staff and visitors are required to leave the facility during the drill.

Lockdown Drills

Semester	Date	Comments
1st		
2nd		

Earthquake Drills

Quarter	Date	Time of Day	Evacuation Time	Person Responsible
First Quarter				
Second Quarter				
Third Quarter				
Fourth Quarter				

Earthquake drills are to be conducted and recorded at least quarterly.

E-4 Classroom Fire Safety

All employees receive training on fire safety regulations yearly. The following are several key guidelines for schools to abide by.

- No more than 20% of wall space (exclusive of window and door openings) may be covered with flammable material (any material that ignites easily and will burn rapidly). If the flammable decorations on the wall exceed 20% of the wall area then all decorative material must be made from a nonflammable material or be treated and maintained in a flame-retardant condition.
- All fabric used as classroom decoration must be non-fire rated or treated with fire-retardant. This includes curtains, furnishings, draping, etc.
- Documentation of fire-retardant treatment is to be maintained at your school for the lifetime of the item treated.
- Nothing flammable may be on, or within 3 feet of, exit doors, electrical panels, light fixtures, fire sprinklers or heaters. All electrical panels must be unobstructed and easily accessible.
- There must be at 24" clearance from the ceiling free of any flammable materials (18" if overhead sprinklers).
- Exits must be clearly marked and kept free of all obstructions. Every student must have a clear, unobstructed path (minimum 3 feet) that allows for quick egress in an emergency.
- Extension cords may not be used as permanent wiring. They are not to be affixed to structures, extended through walls, ceilings, floors, under doors, or under floor coverings, and not be subject to environmental damaging or physical impact.
- Surge protectors should be plugged directly into a wall outlet, not into an extension cord or another surge protector.
- Open flames are prohibited except in supervised science and technology labs with acceptable ventilation approved for open flame or with appropriate exhaust hoods.
- Classroom (student) use of any device having the potential to produce heat (hot plates, coffeepots, hot pots, toaster, toaster ovens, irons, hot glue guns, soldering irons, wood burners,) must be for instructional purposes only and must be used in an area clear of any combustible materials with a 40 BC fire extinguisher and a fire blanket available. The equipment must have a direct electrical connection to an electrical outlet without the use of an extension cord, and be plugged in only while in use.
- Live Christmas trees used in schools must be professionally flame proofed. Only U.L.-listed tree lights may be used; no lights should be attached to aluminum or vinyl trees with metallic frames.

- Flammable decorations may not be used on or near lighted trees, wreaths, or garlands.
- 20 square feet of usable room space should be allowed for each student.
- Rooms normally occupied by preschool, kindergarten, or first grade pupils must be located on ground level.
- The exit door from the classroom is required to lead directly to the exit access corridor, not through a closet or other room.
- Exit doors must open outward with a lever, knob, or handle capable of being operated with just one hand without requiring a tight grasp. Do not install locks, padlocks, hasps, bars or chains that restrict exit in any way. Deadbolts must automatically unlock when you turn the knob. Double or single key deadbolts must never be used on classroom doors.

E-5 Ladder Safety

All employees receive training on fire safety regulations yearly. The following are several key guidelines for schools to abide by.

- Don't Rush. Use Common Sense.
- Use proper size ladder for the job at hand
- Never stand on the top rung of a ladder
- Ensure a strong base with no wobbling or rungs missing
- Face ladder when ascending or descending
- Maintain three-point contact with ladder at all times
- Only one person can be on a ladder at a time
- Use caution in doorways (setup cones and/or signs if using in doorway)
- Put away ladder after use

E-6 Gym Floor Tarps

When putting down gym floor tarps for special events, the seams and edges of tarps must be taped or held down by some effective method. Edges do not need to be taped if against a wall or no people would cross it. Corners may need to be taped to keep tension on the tarp. We recommend using gaffers tape which can be purchased in various colors to match the tarp color.

E-7 Chemical Safety

Material Safety Data Sheets (MSDSs)

Material Safety Data Sheets contain a variety of information related to the hazards of a chemical product and how to work with that product safely. Virtually every chemical product in existence has an MSDS and manufacturers and distributors must provide you with a copy upon request. State law requires that MSDSs in the workplace be managed as follows:

- Every chemical product in the schools must have an MSDS on file in the work area where the product is used.
- MSDSs must be immediately accessible at all times to all persons working with or around the products in question.
- MSDSs must be retained for a period of 30 years even if the chemical is no longer in use in the workplace.

Labeling

Proper chemical safety requires that all chemical products have an identifying label that communicates the primary hazards of the product. The labeling system most often used is the Hazardous Material Information System (HMIS). Every container in the workplace holding any type of chemical product must have an HMIS label or manufacturer label attached.

Housekeeping And Storage

Every chemical should have a specific storage location identified with signage and should be segregated by type of hazard. Chemicals should be transported in sealed containers and returned to their proper storage location immediately after use. All spills should be cleaned up immediately by individuals familiar with the hazards of the chemical.

What Should Be Known

1. The hazardous characteristics of the chemicals being worked with or around
2. The proper types of protective equipment to use
3. Where MSDSs are located in the work area
4. How to read an MSDS
5. How the HMIS labeling system works (colors and numbers)
6. Where to get HMIS labels
7. Where the chemicals in the work area should be kept
8. What types of containers the chemicals worked with should be kept in

E-8 Safety Guidelines for Custodial and Maintenance Workers

The following are some guidelines that specifically deal with issues that custodial and maintenance workers will face.

Ladders

- Ladders are to be ascended and descended facing the rungs.
- Stepladders must be fully opened; never use in a partially opened position.
- Metal ladders should not be used when work involves contact with electrical circuits e.g. replacing light bulbs.
- Ladders should be located close enough to the work to require a minimum of sideways leaning.
- The top two steps of ladders are not to be used to stand on.
- Extreme care should be taken to avoid contact with electrical wire when moving and positioning ladders.
- Rung ladders are to be long enough to extend two feet above the level at which the worker steps off the ladder.
- Two workers are to be used to move and site extension ladders rated over twenty feet in length.
- Minors under age 16 may not do work requiring the use of ladders or scaffolds.

Equipment

- Only authorized school employees (check Cal/OSHA regulations for teen age restrictions) may operate machinery or electric tools.
- Machinery shall not be serviced, adjusted, or repaired while in operation.
- Power is to be shut off at the circuit breaker and the circuit breaker locked, if possible, before working on electric wiring.
- Loose clothing, dangling ties, long hair, or other sources of entanglement shall not be worn around moving machinery.
- All power equipment is to be operated with a three-prong grounded power cord and in conformity with manufacturer's instructions.
- Any type of guard or tool rests should be kept in place. Goggles or a face shield should be worn whenever recommended by the machine or tool manufacturer.
- Table saws and radial saws are to be operated with blade guards in place. A pusher is to be used to feed stock through the table saw blade.
- Powered portable handsaws are to be operated with the blade guard in place at all times.
- Portable power tools are not to be raised or lowered by means of the power cord.

Vehicles

- Only authorized school employees (no one under age 18) are to operate any school vehicles.
- Motor vehicles are not to be left unattended with the engine running.
- Work is not to be done under vehicles supported by jacks or chain hoists unless protective blocking is in place to prevent injury should they fail.
- Tractors, bulldozers, front-end loaders, etc., shall have roll bars in place when being operated.

Miscellaneous

- Asbestos-containing material should only be handled by personnel certified to do so.
- Only appropriate tools shall be used for any job.
- Tools with insulated handles shall be used when working on electric wiring.
- Extension bars are not to be used on wrench handles.
- Extreme care should be exercised when entering any confined space such as an underground vault or pipe tunnel kept sealed most of the time. Asphyxiation can occur without warning due to reduced oxygen in the air.
- Great care is to be taken when working on flat roofs having large skylights with low curbs.
- Sound-attenuating ear muffs or ear plugs are to be used when working in environments where the noise level requires one to shout to be heard.

E-9 Ergonomics

All employees receive training on fire safety regulations yearly. The following are several key guidelines for schools to abide by.

- Only use chairs that ensure proper posture and are comfortable. (Leave kids chairs for the kids).
- Ensure you use proper technique when sitting at a desk working on a computer as shown here:
<https://formaspacecontract.com/wp-content/uploads/2019/11/ergonomics4-1030x644-1024x640.png>
- When lifting heavy items get help. This can come in the form of other people to help with lifting or using a dolly.
- Use proper technique when moving boxes such as the following video shares:
<https://www.youtube.com/watch?v=2cvAn1kzVLU>

E-10 Golf Cart Safety

Schools that utilize golf carts on campus need to ensure they are used in a safe and proper manner. Schools should have policies in place regarding the use of golf carts on their campus. The following policy is an example from Loma Linda Academy which can serve as a guide for a school's individual policy. Any golf cart drivers should read the guidelines and sign their acknowledgement to abide by them.

Purpose and Intent

This policy provides guidelines for the use of golf carts or similar utility type vehicles (referred to as golf carts herein) on the campuses of Loma Linda Academy (LLA). The intent is to establish proper safety procedures and practices, as well as to promote and provide for a safer environment for students, faculty and staff.

The following eligibility requirements must be met by drivers of LLA golf carts:

All Drivers:

1. Must have a valid driver's license and provide a copy to the Head of Schools Office.
2. Must provide a signed copy of this policy to the Head of Schools Office/
3. Must provide a signed Safety Checkout Form to the Head of Schools Office.

Adult Drivers:

1. Must be a current employee of LLA or have the approval of an LLA administrator to drive a golf cart.

Student Drivers:

1. Must provide a copy of this policy signed by the student's parent or guardian to the Head of Schools Office.
2. Only students employed by maintenance and athletics may drive carts, and only when a work assignment requires it.

Rules of Operation:

1. Golf carts must always be operated in a safe manner. This means that different weather, surface, and visibility conditions will dictate different speeds that are safe to operate a golf cart.
2. Golf carts must always be operated at a speed that allows stopping time in the event of unexpected pedestrians or other obstacles.
3. Pedestrians will be given the right of way at all times. Golf carts will be operated with the utmost courtesy, care, and consideration for the safety of pedestrians.

4. Student drivers are allowed to carry other students with permission from supervisor if a passenger seat is available (no passengers in cargo bed and no passengers on ATV).
5. Student drivers may only drive golf carts in non-high-traffic areas.
6. Golf carts should only have as many passengers as there are seats. Standing on the golf cart is not allowed.
7. Golf cart drivers should make every effort to avoid operating golf carts in high traffic areas during high traffic times such as passing periods and lunch.
8. Brakes must be set and ignition turned off when carts are parked. Keys are never to be left in the ignition when the cart is unattended.
9. Utmost caution shall be taken when approaching and traversing around a corner of a building.
10. Golf carts shall not be driven while wearing anything that can impede the hearing of the drivers, e.g., air pods or headphones.
11. All accidents, including non-injury accidents shall be reported to the individual's direct supervisor and the Head of Schools' office as soon as can be done reasonably.
12. Failure to follow these rules of operation may result in revocation of permission to drive golf carts at LLA.

Supervisor Responsibilities:

Supervisors must ensure that each golf cart driver, under their supervision for employment or for a special event, has met the requirements of this policy before they are allowed to drive a golf cart.

Golf Cart Driver Policy Acknowledgement Form

(This form and a copy of the operator's driver's license will be kept on file with the Head of Schools Office)

Driver Name (print): _____

Department: _____ Phone: _____

By signing below, I acknowledge that:

- 1. My supervisor has instructed me on the proper use and operation of the golf cart.
- 2. I have read and understand the Golf Cart Driver Policy.
- 3. I understand there are specific hazards associated with driving a golf cart and agree to drive the golf cart in a safe manner at all times.
- 4. I have been provided with the opportunity to ask questions related to the policy and these guidelines.

Employee Signature

Date

Parent/Guardian Signature (for student driver)

Date

Supervisor Signature

Date

Section F:
ECE
Specific
Guidelines

F-1: Immunizations

To prevent the spread of vaccine-preventable diseases, the California School Immunization Law requires that children receive a series of immunizations before entry into schools, child-care centers, and preschools.

To comply with this law, schools must follow these steps:

1. Require parents to present the child's immunization record before their child attends school-usually during school registration.
2. Look for provider-documented immunizations recorded on the child's immunization record, copy those dates that are verified (must have a signature or stamp for each valid dose) onto the California School Immunization Record (blue card) and keep this record in the student's red health file.
3. Assess the child's immunization status using the California Immunization Requirements for pre-K. If an immunization is needed now, advise parents that their child must get the immunization(s) before the student can start school. It is recommended that schools use the form, Notice of Immunizations Needed, to clearly identify for families the immunization information needed.
4. Follow up on children who are up-to-date today but will need additional required immunizations in the future.
5. The fifth and final step is to report immunization records.

Requirements

All official documentation and requirements can be found here:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/shotsforschool.aspx>

“California Immunization Handbook” can be accessed here:

<https://eziz.org/assets/docs/shotsforschool/IMM-365.pdf>

The basic vaccine requirements can be found in the document: “California Immunization Requirements for Pre-K” and can be accessed here:

<https://eziz.org/assets/docs/IMM-230.pdf>

“Parents Guide to Immunizations Required for Pre-Kindergarten (Child Care)” can be accessed here: <https://eziz.org/assets/docs/IMM-222ChildCare.pdf>

“Notice of Immunizations Needed” letter can be accessed here:
<https://eziz.org/assets/docs/IMM-1140.pdf>

Reporting

Reporting documents and links to submit report can be accessed here:
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/reporting-prek.aspx>

Exemption Requests

All immunization exemption requests must be processed through the following website:
<https://cair.cdph.ca.gov/exemptions/home>. No exemptions will be allowed otherwise.

Detailed information to provide parents seeking an exemption can be accessed here:
<https://eziz.org/assets/docs/shotsforschool/IMM-1363.pdf>

F-2 Student Physical Exams

Prior to, or within 30 calendar days of attendance, a medical record of a physical examination must be submitted to the ECE. A record is considered current if performed within the previous 12 months of admittance to the current ECE program. Repeat examination is required only if the examination is more than one year old when there is a subsequent enrollment in a different facility.

The following pages contain the “Physician’s Report–Child Care Centers”

PHYSICIAN'S REPORT—CHILD CARE CENTERS (CHILD'S PRE-ADMISSION HEALTH EVALUATION)

PART A – PARENT'S CONSENT (TO BE COMPLETED BY PARENT)

_____, born _____ is being studied for readiness to enter
(NAME OF CHILD) (BIRTH DATE)

_____. This Child Care Center/School provides a program which extends from _____ : _____
(NAME OF CHILD CARE CENTER/SCHOOL)

a.m./p.m. to _____ a.m./p.m. , _____ days a week.

Please provide a report on above-named child using the form below. I hereby authorize release of medical information contained in this report to the above-named Child Care Center.

(SIGNATURE OF PARENT, GUARDIAN, OR CHILD'S AUTHORIZED REPRESENTATIVE)

(TODAY'S DATE)

PART B – PHYSICIAN'S REPORT (TO BE COMPLETED BY PHYSICIAN)

Problems of which you should be aware:

Hearing: _____ Allergies: medicine: _____

Vision: _____ Insect stings: _____

Developmental: _____ Food: _____

Language/Speech: _____ Asthma: _____

Dental: _____

Other (Include behavioral concerns): _____

Comments/Explanations: _____

MEDICATION PRESCRIBED/SPECIAL ROUTINES/RESTRICTIONS FOR THIS CHILD: _____

IMMUNIZATION HISTORY: (Fill out or enclose California Immunization Record, PM-298.)

VACCINE	DATE EACH DOSE WAS GIVEN				
	1st	2nd	3rd	4th	5th
POLIO (OPV OR IPV)	/ /	/ /	/ /	/ /	/ /
DTP/DTaP/ DT/Td (DIPHTHERIA, TETANUS AND [ACELLULAR] PERTUSSIS OR TETANUS AND DIPHTHERIA ONLY)	/ /	/ /	/ /	/ /	/ /
MMR (MEASLES, MUMPS, AND RUBELLA)	/ /	/ /	/ /	/ /	/ /
HIB MENINGITIS (REQUIRED FOR CHILD CARE ONLY) (HAEMOPHILUS B)	/ /	/ /	/ /	/ /	/ /
HEPATITIS B	/ /	/ /	/ /	/ /	/ /
VARICELLA (CHICKENPOX)	/ /	/ /	/ /	/ /	/ /

SCREENING OF TB RISK FACTORS (listing on reverse side)

- Risk factors not present; TB skin test not required.
- Risk factors present; Mantoux TB skin test performed (unless previous positive skin test documented).
- ___ Communicable TB disease not present.

I have have not reviewed the above information with the parent/guardian.

Physician: _____

Address: _____

Telephone: _____

Date of Physical Exam: _____

Date This Form Completed: _____

Signature _____

Physician Physician's Assistant Nurse Practitioner

RISK FACTORS FOR TB IN CHILDREN:

- * Have a family member or contacts with a history of confirmed or suspected TB.
- * Are in foreign-born families and from high-prevalence countries (Asia, Africa, Central and South America).
- * Live in out-of-home placements.
- * Have, or are suspected to have, HIV infection.
- * Live with an adult with HIV seropositivity.
- * Live with an adult who has been incarcerated in the last five years.
- * Live among, or are frequently exposed to, individuals who are homeless, migrant farm workers, users of street drugs, or residents in nursing homes.
- * Have abnormalities on chest X-ray suggestive of TB.
- * Have clinical evidence of TB.

Consult with your local health department's TB control program on any aspects of TB prevention and treatment.



**California Workplace Safety
Pacific Union Conference**

Injury and Illness Prevention Program



June 2020



**California Workplace Safety
Pacific Union Conference**

INTRODUCTION

The purpose of this Injury and Illness Prevention Program is to provide a comprehensive plan for workplace safety in accordance with the requirements of the California Labor Code – Title 8, Section 3203. This written plan outlines and reinforces the organization’s commitment to providing a safe workplace for its employees and volunteers.

Southeastern California Conference is committed to maintain a safe environment for its employees, volunteers, students and public guests who enter our facilities or receive services from our organization. To meet this duty the organization has undertaken a pro-active approach to implement a safety program that focuses on risk reduction and loss prevention measures and training.

It is the policy of Southeastern California Conference to conduct its operations in conformance with applicable laws, regulations, and relevant published standards and practices for health, safety and environmental protection.

RESPONSIBILITY

The Injury and Illness Prevention (IIP) Program administrator:

Brian Schwab
Program Administrator

has the authority and the responsibility for implementing and maintaining this IIP Program for

Southeastern California Conference
Establishment Name

The Injury and Illness Prevention Program administrator is responsible for the following duties:

- Formulate, administer, evaluate, and prepare appropriate adjustments to the organization’s safety, health and property protection programs.
- Provide periodic reports to administration on all risk control programs in progress, including strategic plans for reducing losses and documentation of incident frequency and severity.
- Prepare incident reports, investigate incidents, and make sure that timely

corrective action is taken. Administration must be regularly informed of progress on corrections and benchmark achievements.

- Establish a system that allows employees or others to anonymously report unsafe or potentially hazardous workplace conditions. Evaluate all reports submitted and take necessary actions to mitigate the hazard.
- Assist in training employees in safety and health matters. The program administrator will review records of new employee safety orientation and all ongoing training programs. Training program elements and schedule will be based both on regulatory compliance and reduction in incidents and their costs.
- Perform hazard surveillance and supervise risk control inspections and surveys made by the safety committee and/or others to discover and correct unsafe work practices before they cause accidents.
- Make certain that work practices comply to Federal, state, and local laws, standards or codes.
- Initiate and promote risk control communications in meetings and correspondence, and conduct activities that will stimulate the interest and maintain the accountability of risk control.
- Work with the safety committee to help them understand their role and responsibilities.
- Coordinate loss prevention consulting activity and support provided by outside professional organizations.
- Coordinate prompt claims reporting with the workers' compensation TPA and preferred medical provider(s).

A written copy of this IIP Program will be maintained in the main office at each facility. The organization will also post an electronic copy on the employer's intranet website.

All managers and supervisors are trained and responsible for implementing this IIP Program in their work areas and answer worker's questions about the safety program. Each manager and supervisor will receive a copy of this IIP Program. The IIP Program is also available on the Employer's website: _____.
Employees and volunteers may receive a copy of this IIP Program upon request from their supervisor or the Human Resources Department.

SAFETY COMMITTEE

Brian Schwab as the Safety Committee chairperson will help coordinate an effective plan to reduce property and personal injury losses.

The committee meets quarterly. A calendar of meetings will be established. Agendas for meetings are distributed to all members prior to the meeting. Notice of meetings will be sent to each member of the committee and administration.

Additional non-scheduled meetings of the Safety Committee may be required throughout the year. The Employer will establish the size and membership of the Safety Committee.

Principle activities and responsibilities include:

- Keep minutes of committee meetings to record progress in maintaining the organization's safety activities and provide copies to management.
- Establish safety training programs for the organization and the type of safety orientation that will be given to new employees and volunteers.
- Conduct periodic safety self-inspections of the facility to identify

hazardous conditions and unsafe work practices and recommend corrective action.

- Act as a clearinghouse for all risk control ideas, activities and needs.
- Review incident investigation reports and near misses that have occurred in the past quarter to help determine what corrective actions can be taken to prevent recurrence.
- Assist in the development of risk control performance expectations and work practices.
- Review compliance to safety and risk control recommendations made during facility site inspections.
- Coordinate the establishment of local safety committees and on-going training programs to promote safety knowledge in controlling risk throughout the organization.
- Individually promote safety activities and set good examples in the areas where they work, as well as respond to employees concerns and complaints in the area of safety, health and environmental hazards.
- Assist new employees in becoming competent and familiar with company risk control practices.
- Encourage prompt claims reporting of work-related injuries and help identify return-to-work opportunities with the worker's compensation TPA and their treating physicians or specialists.
- Coordinate risk control education and program alterations based, in part, on needs identified from claim reviews, regular evaluations and investigations that reveal areas needing improvement.

COMPLIANCE

All employees and volunteers are responsible for complying with safe and healthful work practices. Work supervisors have the primary responsibility to implement the organization's safety policies and procedures. Our system of ensuring that all workers comply with these practices include one or more of the following practices:

- Informing all employees on the provisions of this IIP Program
- Supervising the work performed by employees and volunteers
- Evaluating the safety performance of employees and volunteers
- Recognizing employees who perform safe and healthful work practices
- Providing training to employees whose safety performance is deficient
- Employees may be disciplined for failure to comply with safe work practices
- Requiring specific safety training courses for all employees every two years
- Having first aid stations in key locations within our facilities
- Employees and volunteers to shall use PPE as required by CAL/OSHA standards
- All drivers will be properly licensed for the type of vehicle they operate
- All forklift, crane and high lift operators shall receive training and certification
- All bus drivers properly licensed and enrolled in a random drug testing program

COMMUNICATION

All managers and supervisors are responsible for communicating with employees and volunteers about occupational safety and health practices. Safety instruction may need to be given in a language which is understandable by all workers. Our communication system encourages all employees and volunteers to inform their work supervisor or manager about workplace hazards without fear of reprisal.

Our communication system includes one or more of the following items:

- New employee orientation including a discussion of safety and health policies and procedures;
- Annual review of our IIP Program;
- Training for employees and volunteers;
- Regularly scheduled safety meetings;
- Posted or distributed safety information to employees and volunteers;
- A system for employees and volunteers to anonymously inform management about workplace hazards.

Employees and volunteers should report workplace hazards or unsafe conditions to their supervisor or contact:

____ Brian Schwab _____ Program Administrator
brian.schwab@seccsda.org _____ Email Address or Phone Number

Employees and volunteers are advised that reporting unsafe conditions or practices are protected by law. It is illegal for the employer to take any action against an employee in reprisal for exercising their rights to participate in communication involving safety.

EMPLOYEE RECOGNITION

We recognize the consistent performance of safety and healthful work practices by our employees and volunteers. Recognition may include :

- Informal recognition of safety practices in management meetings;
- Written acknowledgement of safe work practices by their supervisor or manager which is retained in the employee's personnel file;
- Formal recognition of the employee, volunteer or groups for safety practices during staff meetings or other public meetings;
- Material recognition: appropriate gifts, monetary awards, time off etc;
- Advancement within the organization through promotion or new responsibilities.

DISCIPLINARY ACTION

The employer recognizes the importance of maintaining workplace safety at all times. When it becomes necessary, the company reserves the right to discipline employees or volunteers who knowingly violate workplace safety rules or policies. Disciplinary measures will include, but are not limited to:

- Verbal warnings for minor offenses;
- Written warning by the supervisor or manager for severe or repeated violations of safety rules with a copy retained in the employee's personnel file;
- Possible suspension without pay, if verbal and written warnings do not prove to be sufficient.

If none of the above measures achieve satisfactory corrective results, and no other acceptable solution can be found, the employer may have no other choice than instituting procedures to terminate the employment of the employee in accordance with company policies.

Volunteers who fail to cooperate in following workplace safety rules and policies may be asked to no longer serve the organization in their volunteer capacity. Employees and volunteers must understand the employer will not tolerate workers who continue to jeopardize their own safety and the safety of others.

HAZARD ASSESSMENT & REPORTING

Periodic inspections to identify and evaluate workplace hazards shall be performed by a competent observer throughout the year.

Periodic inspections are performed according to the following schedule:

- The initial establishment of this IIP Program;
- When occupational injuries and illnesses occur;
- When required or conducted by regulatory agencies or local authorities;
- Whenever workplace conditions warrant an inspection; and
- Periodic professional risk control site inspections by outside consultants.
- _____ also periodically performs workplace inspections.
Name or Title of Person/Position

Employees or volunteers should report any hazardous condition or un-safe practices observed in the workplace to their supervisor or manager. The supervisor or manager is responsible to report the unsafe or hazardous condition to management and take appropriate measures to correct or mitigate the exposure.

HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices or procedures shall be corrected in a timely manner based on the severity of the hazards. Hazards shall be corrected according to the following procedures:

- As soon as reasonably possible when observed or discovered; and
- In keeping with industry standards or the under the direction of emergency responders or governmental regulatory agencies.
- When an imminent hazard exists which cannot be immediately abated without endangering employee(s), volunteers and/or property.
- All exposed workers will be removed from the area except those necessary to secure or correct the existing hazardous condition.
- Temporary warning signs/barriers shall be used to identify the area where the hazard exists.
- Workers who are required to correct the hazardous condition shall be provided with the necessary personal protective equipment (PPE) to perform the task safely.

ACCIDENT/EXPOSURE INVESTIGATIONS

Accident investigation is a systematic method of collecting factual information regarding incidents which occur in the workplace. Procedures for investigating workplace incidents, accidents and hazardous substance exposures include:

- Interviewing injured workers and witnesses;
- Examining the workplace for factors associated with the accident/exposure;
- Determining the immediate and root cause of the accident/exposure;
- Taking corrective action to prevent the accident/exposure from reoccurring; and
- Recording the findings and actions taken.

TRAINING AND INSTRUCTION

All workers, including managers and supervisors, shall have training and instruction on general and job-specific safety and health practices. Managers and supervisors have the primary duty to provide on-job safety training to employees and volunteers. The employer may use: in person instruction, online safety training course(s) or other media to provide this training.

Training and instruction is provided:

- When this IIP Program is first established;
- To all new employees, except for construction workers who are provided training through a construction industry occupational safety and health training program approved by CAL/OSHA;
- To all employees and volunteers with respect to hazards specific to their job assignment and the proper use of any PPE as required by CAL/OSHA standards;
- To supervisors to familiarize them to the safety and health hazards for which workers under their immediate direction and control may be exposed;
- To all employees and volunteers given new job assignments for which training has not been previously provided;
- Whenever new substances, processes, procedures or equipment are introduced to the workplace and represent a new hazard;
- Whenever the employer is made aware of a new or previously unrecognized hazard.

GENERAL SAFETY PRACTICES

General workplace safety and health practices include, but are not limited to, the following:

- Implementation and maintenance of the IIP Program;
- Emergency action and fire prevention plans;
- Provisions for medical services and first aid including emergency procedures;
- Appropriate safety signage/posters and notifications posted at all facilities;
- Prevention of musculoskeletal disorders, including using proper lifting techniques;
- Proper housekeeping, such as keeping stairways and aisles clear, work

- areas neat and orderly, and promptly cleaning up spills;
- Prohibiting bullying, horseplay, scuffling, or other acts that tend to adversely influence safety;
- Proper storage to prevent stacking goods in an unstable manner or storing goods in a manner that blocks doors, exits, fire extinguishing equipment and/or electrical panels;
- Prompt reporting of hazards and accidents to supervisors;
- Maintaining a current Hazard communication system, including worker awareness of potential chemical hazards, up-to-date Safety Data Sheets (SDS) and proper labeling of containers;
- Providing appropriate personal protective equipment (PPE) as may be required by CAL/OSHA standards;
- Proper storage and handling of toxic and hazardous substances including prohibiting eating or storing food and beverages in areas where they can become contaminated.

RECORDKEEPING & REPORTING

This IIP Program has established the following recordkeeping and incident reporting practices:

Recordkeeping

- The IIP Program administrator shall be responsible to maintain all records for this program;
- Records shall include the following:
 - Hazard assessment inspections, including the person(s) conducting the inspection;
 - Reports of unsafe conditions and work practices that have been identified and the action taken to correct the identified unsafe conditions and work practices;
 - Risk control reports received from outside consultants and actions taken to correct deficiencies;
 - Minutes of all Safety Committee meetings;
 - Compliance training records for employees and volunteers;
 - Incident/Accident Investigation reports;
 - Critical Incident Reports reported to CAL/OSHA;
 - Correspondence associated with any CAL/OSHA investigations, fines or penalties.
- Records shall be retained for a minimum of five (5) years in the organization's files.

Incident Reporting

- All workplace injuries or illness suffered, however slight, shall be reported immediately to the work supervisor or manager;
- The supervisor or on-site first aid staff will assess the severity of the injury and direct the injured employee or volunteer for appropriate medical treatment;
- If emergency medical care is required – CALL 911, immediately to notify first responders;
- The supervisor or the injured employee shall report all workplace accidents to the employer's human resources or risk management

- department immediately or within a minimum of twenty-four (24) hours after the accident occurs;
- The injured employee or a family member will be required to complete the appropriate California workers' compensation notice of injury form provided by the employer;
 - The employer is required to file the completed accident notice to the workers' compensation claim administrator to handle the investigation and processing of the employee's claim;
 - The employer may ask the supervisor or other designated individuals to conduct an incident/accident investigation;
 - The employer will work closely and in cooperation with the workers' compensation claims administrator, legal counsel and other regulatory agencies in the investigation and handling of all work-related claims.
 - If a volunteer is injured, the supervisor will report the accident to the employer's risk management department immediately or within a minimum of twenty-four (24) hours after the accident occurs;
 - The employer will contact the injured volunteer or a family member to provide them with the appropriate accident reporting forms;
 - The employer will submit the volunteer's accident form to the appropriate insurance carrier and work in cooperation with the insurer's claim department to handle this claim.

Critical Incident/Accident Reporting to CAL/OSHA

All California employers are required by law to immediately report to CAL/OSHA any work place accident that results in the death or serious bodily injury/illness to a worker. Reporting the accident to the workers' compensation claims administrator – **DOES NOT** meet the employer's duty to report these accidents to CAL/OSHA. All supervisors and managers shall report critical incidents/accidents immediately to the employer's human resources or risk management department.

Reporting Requirements:

- Employers must report work-related or suspected work-related fatalities, catastrophes, and serious injuries or illnesses within ***eight (8) hours*** by phone or fax to the nearest district office of the CAL/OSHA Enforcement Unit in the Division of Occupational Safety & Health.
- A serious injury or illness is one that requires employee hospitalization for more than 24 hours for other than medical observation, or in which a part of the body is lost (amputation or loss of an eye) or permanent disfigurement occurs. Work-related serious injury or illness does not include an accident on a public street or highway.
- Immediately, means as soon as practically possible but no longer than eight (8) hours after the employer knows or with diligent inquiry would have known of the death or serious injury or illness. If the employer can demonstrate that exigent circumstances exist, the reporting time period shall be no longer than twenty-four (24) hours after the incident. – Chapter 3.2 CAL/OSHA Regulations, Subchapter 2, Article 3 – Reporting Work-Connected Injuries §342 (a)

Required Information for Reporting to CAL/OSHA:

- a. Time and date of accident/event
- b. Employer's name, address and telephone number
- c. Name and job title of the person reporting the accident
- d. Address of the accident/event site

- e. Name of person to contact at accident/event site
- f. Name and address of injured employee(s)
- g. Nature of injuries
- h. Location where injured employee(s) was/were taken for medical treatment
- i. List and identity of other law enforcement agencies present at the accident/event site
- j. Description of accident/event and whether the accident scene or instrumentality has been altered.

To determine the contact information of the nearest CAL/OSHA Enforcement Office for reporting an incident visit: <http://www.dir.ca.gov/dosh/report-accident-or-injury.html>
Telephone reports can be made 24 hours a day, 7 days a week.

EMERGENCY ACTION PLAN

- All locations will have a written emergency action plan for their facilities and train employees and volunteers on how to respond in the event of an emergency;
- Facilities will post 911 and other emergency telephone numbers clearly throughout the facility;
- Emergency plan shall include instructions on how to communicate in the event of an emergency;
- The emergency plan will address fire, medical, acts of violence and earthquake or other weather related emergencies;
- Employees and volunteers need to be aware of their environment at all times and report any suspicious person's actions, packages or events immediately to the appropriate supervisor or law enforcement agency;
- If an announcement is made that calls for evacuation, evacuation from the building should be made immediately;
- Always have in mind two (2) evacuation routes in the event of an emergency;
- Move away from the building to allow access for emergency first responders;
- Never re-enter a building until the appropriate authorities give the all clear after the emergency response has ended;
- If an active shooter situation occurs, employees and volunteers should follow the safety principles of Run, Hide, Fight – See video: <https://www.youtube.com/watch?v=5VcSwejU2D0>
- In the event of an emergency, stay calm and cooperate fully with all instructions given by law enforcement or fire department officials.

FIRE PLAN

In case of fire, notify others by pulling a fire alarm box or call the appropriate person to announce an evacuation; call 911 or the local fire department. When a fire alarm sounds or an evacuation order given, immediately evacuate the building and do not allow any one to re-enter the building unless the all-clear has been given by appropriate fire department authorities.

Fire extinguishers are strategically placed throughout the facility. They are only to be used to extinguish small fires by individuals who are trained in their operation.

Fire Evacuation Procedures:

- Walk quickly; do not run, to the nearest exit, as specified in safety training and posted on facility diagrams. Use an alternate route if the closest exit is blocked. (NOTE: Evacuation routes and assembly areas are posted throughout the facility.) Be familiar with the nearest primary and secondary exit routes;
- Stay clear of the building and proceed to the designated assembly area and remain until all personnel are accounted for and authorized to return to the building or leave the facility;
- Supervisors or managers will help to determine if any one is missing from their respective work area;
- Only trained, designated personnel will attempt to extinguish small fires and then only after sounding the alarm to evacuate. (Do not attempt to extinguish a fire beyond the capabilities of a portable fire extinguisher)
- An annual training session is held which includes evacuation procedures, meeting in designated areas and training on the use of fire extinguishers.
- Illuminated exit signs, smoke detectors and emergency lighting are provided throughout the facility and inspected on a scheduled basis;
- All exit doors are to be operational and clear from obstructions at all times;
- Rope ladders and other safety equipment may be available. This equipment can be used during: fire emergencies, active shooter events or other life threatening situations that require evacuation.

EARTHQUAKES

- Immediately take shelter under a desk or sturdy table. Do not attempt to evacuate the building. If no desks or tables are nearby, interior doorways can sometimes be used as a place of refuge.
- Stay clear of outside walls, windows, or objects that can fall.
- REMEMBER: Drop, Cover and Hold On until the shaking stops.
- When the shaking stops and it is safe to exit, evacuate immediately. Use stairways instead of elevators. Watch for loose or fallen debris as you exit.
- Stay clear of buildings, trees, lamp poles and electrical power lines.
- Take a headcount to determine if all workers have safely evacuated the building.
- Provide first aid or call 911 to obtain medical care for the injured workers.
- Follow the instructions of emergency responders or responsible persons on when it is safe to re-enter the building.
- The supervisor or manager should inspect the building for damage and report all damage to the employer's risk management department.
- Earthquake emergency kits are maintained in designated areas of the facility. All employees are encouraged to keep a flashlight and personal earthquake kit at their work station.

FIRST AID & MEDICAL EMERGENCIES

- In case of emergency, First Aid supplies are strategically located in the facility.
- Assess the medical situation and If emergency medical care is required, CALL 911, immediately to notify first responders.
- Send a co-worker to the building entrance to meet first responders so they can be directed to the site of the medical incident.
- Some facilities may have an automated external defibrillator (AED) located in marked areas that can be used in the event of a medical emergency.

- Employees trained in first aid also receive blood-borne pathogen training.
- Avoid contact with blood, body fluids or other possible infectious materials.
- Protective gloves, CPR masks and other equipment is available for first aid providers and clean up personnel. Report any possible exposure to blood-borne pathogens your supervisor or the responsible person.
- Notify your supervisor or manager of the medical emergency so proper communication can be given to employer and family members.
- Replenish first aid and cleaning supplies after each medical incident.

INFECTION CONTROL & BLOOD-BORNE PATHOGENS

All employees and volunteers need to be aware of potential exposure to infectious agents in blood or body fluids and take necessary precautions to avoid contact in the course of their work.

The employer has taken the following steps to address these hazards in the workplace:

- Implemented workplace safety practices and infection control procedures, where appropriate, such as required hand washing, universal precautions training, handling of sharp instruments, proper disposal of contaminated materials and adequate ventilation.
- Designated employees have received training on blood-borne pathogen safety.
- When providing first aid or CPR, protect yourself first, then treat the injured second.
- Personal protective equipment (PPE) is provided to employees and volunteers.
- After removing PPE, wash hands or affected areas with soap and warm water. Never reuse soiled gloves, masks or gowns and dispose of properly in a bio-hazard container.
- Bio-hazard cleaning supplies are available to disinfect work surfaces and PPE after contact with blood and/or body fluids.

INFECTIOUS DISEASE PREVENTION

All employees and volunteers need to be aware of potential exposure to infectious disease from co-workers, contact with contaminated surfaces and/or air-borne particles in the workplace. The employer will take appropriate actions to monitor the health and safety of its employees and volunteers. Preventive actions may include the following health and safety steps to minimize the spread of infectious exposure in facilities at the workplace:

- Monitor the potential for exposure to infectious disease caused by worker illness, seasonal influenza or pandemic exposures identified by local public health agencies.
- The employer will follow all safety and health guidelines or directives established by Federal, state and local public health agencies for specific emergency/pandemic situations.
- Employer will encourage employees and volunteers to stay home from the workplace when they have symptoms for potentially contagious illness that could be easily spread to co-workers.
- The employer will encourage employees and volunteers to practice good personal hygiene in the workplace e.g. frequent washing of hands throughout the work day and by providing hand sanitizer in common areas where hand washing is not possible.
- The employer will practice good housekeeping throughout the facility including the cleaning and sanitizing of frequently touched surfaces on a regular basis.
- The employer should consider the installation of touch less fixtures in restrooms, drinking fountains, food - serving areas and main entrance doors to minimize the spread of contagious viruses on surfaces.
- The employer will provide the necessary personal protective equipment (PPE) for employers and volunteers in accordance with CAL-OSHA or local public health agencies

- directives to minimize exposure to infectious disease exposure in the workplace.
- The employer will maintain all HVAC systems on a regular scheduled basis so appropriate air quality standards can be met throughout the year.

HEAT ILLNESS PREVENTION

All employees and volunteers need to be aware of the hazards associated with working in areas of high heat exposure (above 80° F) and take necessary precautions to avoid heat illness in the course of their work.

The employer has taken the following steps to address high heat exposure hazards:

- The supervisor or manager shall be responsible to carry out the implementation of these heat illness prevention procedures and monitor weather conditions at the job site.
- Supervisors will be trained on their responsibility to provide water, shade, cool-down breaks and access to first aid as well as the worker's rights under this CAL/OSHA standard without fear of retaliation by the employer.
- Employees and volunteers will be reminded throughout the work day to drink plenty of water and take preventative cool-down rest breaks when needed.
- All employees and volunteers shall be trained to recognize the signs and symptoms of heat illness and allowed to call for emergency medical services when necessary.
- The employer will provide drinking water containers (5 to 10 gallons each) at the job site in adequate number so all employees and volunteers have free access to clean, cool drinking water.
- When the temperature equals or exceeds 90° F, the supervisor will again encourage workers to drink plenty of water and take rest breaks in shaded areas.
- The employer will provide access to indoor areas or provide shade structures for workers to take rest breaks during the day.
- When an employee or volunteer is showing symptoms of possible heat illness, steps will be immediately taken to keep the stricken worker cool and comfortable until emergency medical assistance can be provided. Under no circumstances will the stricken person be left unattended.

COMMUNICATING WORKPLACE HAZARDS

Supervisors and managers are responsible for communicating with all employees and volunteers about safety and health issues in a form readily understandable by all workers. Supervisors are responsible for ensuring that employees and volunteers are provided access to information regarding hazards pertinent to their job duties. This information is available from a number of sources including, but not limited to: Safety Data Sheets (SDS), safety labels on containers, equipment operating manuals or other posted warning signs in the work area.

Safety Data Sheets

Safety Data Sheets (SDS) provide information on the potential hazards of products or chemicals. Written copies of SDS for chemicals used at the facility are available in the main office or other designated location(s). The facility supervisor or manager is responsible to maintain the inventory of chemicals or hazardous materials at each location. If a SDS is missing for a specific substance or chemical it should be obtained by contacting the manufacturer or it may be downloaded from various Internet sources. The employer may also retain electronic copies of SDS information on their organization's website. All containers are required to have appropriate Globally Harmonized System (GHS) standard labeling to identify the substance and appropriate hazard warnings.

Employees and volunteers are instructed as follows:

- It is prohibited to introduce hazardous substances into the workplace without permission from the facility supervisor or manager.
- All employees and volunteers shall observe and follow instructions on labels.
- Personal Protective Equipment (PPE) shall be worn at all times when working with substances or equipment of a hazardous nature. If in doubt or not sure if a hazard exists, PPE should be worn out of precaution.
- All hazards substances and chemicals shall be handled safely.
- All employees and volunteers working with hazardous substances and chemicals shall request, read, and follow SDS safety requirements or have prior work experience training on using the substance.
- All employees and volunteers working with hazardous substances or chemicals shall store them safely in accordance with SDS and GHS requirements.

The employer relies upon the information found in each SDS and does not conduct independent hazard determinations.

Contractors are required to provide information on any chemical or hazardous substance used in the facility as a condition of their contract.

All contractors will communicate with the facility manager to make them aware of any chemicals or hazardous substances being used on site in work areas.

All contractors and their employees will be responsible to abide by all CAL/OSHA standards regarding the use and storage of chemicals or hazardous materials on site and in the work area.

INJURY & ILLNESS PREVENTION PROGRAM IMPLEMENTATION DATE

The Southeastern California Conference IIP Program was revised and implemented on:

June 15, 2020

AZRMC: CA IIPP June 15 2020 Rev.

ALL EMPLOYEES

Employee Responsibilities

We require all employees and volunteers to follow these safety principles for safe work performance and be responsible for their own actions and conduct. Cal/OSHA requires that we furnish our workers a place of employment “free from recognized hazards that are causing or are likely to cause death or serious physical harm to employees.” Our workers also play a significant role in the success or failure of this IIP Program.

All employees and volunteers are required to perform their jobs to the best of their ability as well as perform them in a safe manner. It is critical that workers do not circumvent safety features and safe work behaviors that can cause them or others to be at risk. Workplace accidents are preventable. We must each carry out our safety responsibility. We each share a common goal and these are the requirements of each person working in this facility.

Primary requirements

Employee and volunteer responsibilities for safety include the following:

- Practice safe work habits at all times by following all safety policies, company expectations, and CAL/OSHA regulations. Be an example to co-workers.
- Maintain equipment in good repair with all safety features and guards in place and working condition.
- Report damaged equipment immediately for replacement or repair.
- Do not perform your task without the appropriate PPE protection.
- Report unsafe work practices and/or unsafe conditions immediately. You may use the company reporting system to record your concern anonymously.
- Summon first aid as soon as possible when injuries or illness demand prompt medical attention.
- Maintain good housekeeping and keep all work areas clean and organized.
- Report all injuries and incidents to your supervisor immediately.
- Be pro-active in safety by attending safety meetings, completing safety training on a timely basis or submitting good suggestions for improvement.
- Set an example for others by your safety practices.

General Safety Requirements

Office Areas

1. Keep work areas clean and orderly including all restrooms and hallway areas.
2. Do not work on any computer, copier, or other electrical office machines if your hands are wet, nor while standing on damp floors.
3. Practice good workstation ergonomics and frequently change work tasks.
4. Secure the safety latch on all paper cutters after each use.
5. Do not mount pencil sharpeners so that they protrude beyond the edges of desks or tables.
6. Never stand on chairs or tables to reach high objects.
7. Do not raise the seats on swivel chairs beyond the point where your feet can touch the floor.
8. Do not compact material in the wastebasket with your hands or your feet or use cardboard containers unless they are specifically designed as waste/recycling receptacles. Empty trash and recycling bins on a regular basis.
9. Never piggy-back power strips or multi-plug adaptors together.
10. Extension cords are for temporary use only and should not be run under carpeting or strung across aisles without proper guarding.
11. Do not leave file drawers open; always use the handles to close file drawers.
12. Do not stack filing cabinets on top of one another.
13. Open one file cabinet drawer at a time.
14. Put heavy files in the bottom drawers of file cabinets.
15. File cabinets, bookcases and storage shelving should be properly secured for earthquake safety.

EXITS AND EGRESS FROM BUILDINGS

1. All exits shall be marked by an illuminated exit sign and directions towards exits shall be clearly marked with visible signage.
2. All exit doors and the hallways leading to exits shall be kept clear and free from obstructions. Do not use these areas for storage.
3. All exit doors should remain unlocked when the building is occupied, unless they are outfitted with panic hardware that provides an inside release mechanism. The use of lock and chains on exit doors should be avoided whenever possible.
4. All exit doors should open from the direction of exit travel without the use of a key or any special knowledge or effort.
5. Where exit doors open directly onto any street, alley or other area where vehicles may be operated, adequate barriers should be present and warning signs posted to prevent workers from stepping into the path of on coming traffic.

Material Handling

1. Plan the move before lifting; use the most direct path available and ensure that you have an unobstructed pathway. Whenever possible, avoid using stairways.
2. Test the weight of the load before lifting by pushing the load along its resting surface.
3. If the load is too heavy or bulky, use lifting and carrying aids such as hand trucks, dollies, pallet jacks and/or carts. Ask assistance from a co-worker if available.
4. If assistance is required to perform a lift, coordinate and communicate clearly your movements with your co-worker.
5. Position your feet 6 to 12 inches apart with one foot slightly in front of the other. Face the load.
6. Bend at the knees, do not lift with your back. Keeping your back straight.
7. Get a firm grip on the object using your hands and fingers, pulling it close to you.

8. Hold the object as close to your body as possible.
9. While keeping the weight of the load on your legs, rise to a standing position.
10. Perform lifting movements smoothly and gradually; do not jerk the load.
11. If you must change direction while lifting or carrying the load, pivot your feet and turn your entire body. Do not twist at the waist.
12. Set down objects with the same precautions used when lifting.
13. Do not lift an object from the floor to a level above your waist in one motion. Set the load down on a table or bench and then adjust your grip before lifting it higher.
14. Wear protective gloves when lifting objects that have sharp corners or jagged edges.
15. Slide materials to the end of the tailgate before attempting to lift them off of a pick-up truck. Do not lift over the tailgate or walls of the truck bed.

Classroom & Lab Safety

1. Open classroom doors slowly and keep them either fully opened or closed.
2. Handrails on all stairs should be securely mounted to the wall.
3. Computer workstation equipment should be ergonomically adjustable.
4. Never stand on chairs or tables to reach high objects.
5. Horseplay and bullying will not be tolerated in the classroom or workplace.
6. All spilled liquids or materials are cleaned up immediately.
7. All laboratory areas shall be equipped with an emergency eye-wash station.
8. Wash hands before and after working in the lab and after clean-ups.
9. Always wear safety goggles and other appropriate PPE in the lab.
10. Never leave gas burners, hot plates or other heat sources unattended.
11. Read and follow the SDS instructions before the beginning of any experiment and follow proper handling, labelling and storing procedures.
12. Dispose of all hazardous materials in accordance with applicable environmental laws.

Food Service & Storage Area Safety

1. Wash hands before, after and frequently during food preparation work.
2. Unplug electrical appliances e.g. mixers, blenders, coffee makers before cleaning.
3. Do not use mixers, blenders or other equipment if the three-prong cord is worn, frayed or has a missing/broken prong.
4. Clean up all spills of liquids or other materials immediately.
5. Wear closed-toe, low heel, non-slip shoes with rubber soles in kitchen areas.
6. When handling or using knives and other sharp cutting tools, direct the sharp point and edges away from your body. Always cut in the direction away from your body when using knives.
7. Maintain proper serving temperatures (hot or cold) when serving and storing food.
8. Use knives for the operation in which they were intended.
9. Never attempt to catch a falling knife.
10. Carry knives blade down pointing towards the floor.
11. Do not leave knives submerged in a sink full of water.
12. Do not place more weight on shelves than the rated load limit printed on the label.
13. Store heavy items on lower shelves, store items used most often at a height between knee and waist level for easy handling and stocking.
14. Use a ladder for reaching items that are above chest level.
15. When opening boxes, use a safety box cutter. Do not cut with the blade extended beyond the guard.
16. Keep all items stored with at least eighteen (18) inches clearance from overhead light bulbs and fire sprinkler heads.
17. Turn power on all exhaust hood fans when range(s) are in operation. Perform

- regular cleaning of grease build-up on hood filters and replace as necessary.
18. Keep all aisleways clear of storage or equipment.
 19. Never store cleaning products in the same area as food products.
 20. Store cleaning equipment and supplies in a ventilated utility storage area.

General Maintenance Safety

1. All power tools used will be properly grounded. Use portable GFI circuit breaker extension cords outdoors or in areas where water maybe present. Do not use electrical tools if the cord is worn, frayed or has a broken three-prong plug.
2. All mechanical safe guards shall be used on power equipment when the machine is in operation.
3. Wear appropriate PPE protection when using power equipment e.g. safety eye goggles, gloves, hearing protection, dusk masks etc.
4. Place the machine in the "off" position when removing materials, jams or when performing minor adjustments or maintenance.
5. Avoid leaving a running machine unattended. Turn power off the machine when the machines is idle. Follow appropriate "lock-out/tag-out" procedures when machines are out-of-service or under repair.
6. Perform regular housekeeping to keep the work area clean from debris.
7. Do not use flammable or combustible solvents in open, unlabeled containers. Store all flammable materials in UL listed or FM approved safety containers or storage cabinets.
8. Follow CAL/OSHA safety procedures when working in confined spaces, e.g. sewers, manholes, utility vaults, wells, pits, crawl spaces and similar enclosed work areas.
9. Use hand tools for their intended use and keep them in good repair. Do not perform makeshift repairs. Always handle tools with sharp points or edges carefully and pass them by directing sharp edges away from yourself and the other person.
10. Never throw tools to another person, or drop them from ladders, scaffolding or other elevated work platforms.

Portable Ladder Safety

1. Always inspect the ladder for loose rungs or steps and other broken or missing pieces e.g. split side rails or missing rubber foot pads. Before use read and follow the manufacturer's instruction and load limit label.
2. Inspect for electrical hazards above and on the ground where the ladder will be positioned. Be aware of electrical power lines when carrying or setting up a ladder maintain a 50' clearance for safety at all times.
3. Use the proper ladder, size and type, for the job at hand. Never use a metal ladder when performing electrical work.
4. Face the ladder when ascending or descending and only allow one person on the ladder at the same time.
5. Never stand on the top step or rung of a ladder.
6. Do not place ladders in passageways or doorways without posting warning signs or cones to detour pedestrian traffic away from the ladder.
7. Maintain a three-point contact with the ladder at all times – keep both hands and one foot, or both feet and one hand on the ladder when climbing.
8. Do not stand on ladders that wobble or try to move a ladder by rocking or trying to walk the ladder sideways. Descend from ladder and reposition it properly from ground/floor level.

9. Keep your body centered on the ladder and do not overreach to either side or lean backwards.
10. Always rest the ladder on a firm, non-slippery, level surface. Do not set up ladders on boxes, concrete blocks, bricks, pails or other unstable bases.
11. When using an extension ladder, extend the top rung at least 3 feet above the edge of the elevated surface landing area.
12. Provide the correct angle when setting up and using an extension ladder: one (1') foot away from the base and the wall for every four (4') feet in height.
13. Do not move a rolling ladder when someone is on it or use a ladder as a horizontal work platform.
14. Secure a ladder in place to prevent slippage or have a co-worker present to hold the ladder and act as a spotter while the ladder is in use.
15. Never walk under a ladder or scaffold; or leave a ladder set-up and unattended.
16. Follow CAL/OSHA safety guidelines for fall protection when working on ladders or scaffolding designed to limit free fall of up to six (6') feet.

Landscaping & Grounds Maintenance

1. Keep all equipment in good repair and never remove any manufacturer specified safety guards during operation.
2. Use personal protective equipment (PPE) e.g. safety goggles, hearing protection, gloves, solid toe shoes, dust masks, high visibility vests and sunscreen.
3. Never allow minor aged children/teenager to operate motorized equipment.
4. Never allow riders (except the driver) on lawn mowers, tractors, on pick-up or truck beds and vehicles pulling trailers.
5. On riding lawn mowers – Always mow up and down the slope, never across the face to prevent roll-over accidents
6. Using push lawn mowers – Always mow across the face of a slope, never up and down to prevent slipping underneath the lawnmower.
7. Clear loose items and debris e.g. stones, pine cones, large sticks from the area before mowing, using power air blowers, weed trimmers or edgers.
8. Always mow and aim blowers away from buildings, parking lots and highways.
9. Maintain a safe distance of 45 feet between your work area and people, animals or vehicles.
10. Take frequent rest breaks, keep well hydrated to avoid heat-related illness. Always have a first aid kit at the work site and be alert and cautious of poisonous plants or animals.

Motor Vehicles & Defensive Driving

1. All employees and volunteers shall be properly licensed to drive the type of vehicle they are operating. Additional safety training or driver certification may be required of individuals who operate vans, forklifts, cranes, power lifts, golf/utility carts or other specialized vehicles.
2. Perform a vehicle safety check on a daily basis by checking these items: lights, turn signals, brake responsiveness, windshield wipers, fluid levels and have an emergency kit in the vehicle.
3. Always wear a seat belt and require all passengers to wear them.
4. Do not overload either the passenger capacity or vehicle load limit.
5. Never allow passengers to ride in the back of a pick-up truck or trailer.

6. Drivers will avoid all forms of distracted driving – NO cellphone use, texting, applying make-up, reading maps or setting GPS while driving.
7. Drivers will use defensive driving practices at all times – always keep a safe distance between vehicles, be aware of other vehicles both in front and behind, check the area behind the vehicle before backing and be alert for pedestrians, bicyclists and animals on the highway.
8. Take frequent rest breaks to avoid fatigue.
9. Keep alert to changing highway and driving conditions. Monitor weather reports before and during your trip. Be prepared for sudden changes in weather and pull over to a safe area when hazardous conditions prevent safe travel.
10. Keep others informed of your intended route and expected arrival time. Report all accidents or unexpected delays to your supervisor.

Workplace Safety & Violent Acts

1. All employees and volunteers are expected to report immediately all potential threats or known incidents of workplace violence to your supervisor or manager.
2. All types of violence are prohibited in the workplace, including but not limited to: hitting, pushing, shoving or other physical contact, bullying, threats or intimidation, stalking, verbal or physical aggression directed towards damaging or destroying company or co-worker's property, equipment or personal belongings.
3. Be alert to potential warning signs for violence: change in personal characteristics or unusual traits, obsessive behaviors and threatening activities toward others.
4. Employees and volunteers need to be aware of their surroundings at all times.
5. Always have an escape plan in the event of violence, knowing two exits.
6. If you observe something suspicious – REPORT IT to your supervisor or manager.
7. Learn the principles of RUN, HIDE, FIGHT and be prepared to act if a violent or active shooter occurs at this facility.
8. In active shooter situations, If there is an accessible escape route – RUN and evacuate the building immediately to a safe area. Leave all personal items behind.
9. If escape is not possible – HIDE and lock all doors securely and turn off lights and cellphone ringers. Hide under furniture or in spaces not easily seen and wait for law enforcement's assistance.
10. As a last resort be prepared to – FIGHT using any means possible or available to take down the active shooter, escape or incapacitate the assailant.
11. CALL 911 – when it is safe to call and notify management of the situation.
12. Stay calm and cooperate fully with all instructions given by law enforcement officers.

Appendix of Forms pertaining to this IIP Program



**California Workplace Safety
Pacific Union Conference**

HAZARD ASSESSMENT AND CORRECTION RECORD

Date of Inspection:

Person Conducting Inspection:

Unsafe Condition or Work Practice:

.....

.....

Corrective Action Taken:

.....

.....

Other Notes:

.....

.....

.....

.....

.....

.....



**California Workplace Safety
Pacific Union Conference**

INCIDENT / ACCIDENT INVESTIGATION REPORT

Date of Incident / Accident:

Time of Incident / Accident:

Location of Incident / Accident:

Incident / Accident Description:

Immediate and Root Cause of the Incident / Accident:

Individual(s) Involved:

Preventative Action Recommendations:

Corrective Actions Taken:

Manager Responsible:

Date Completed:



**California Workplace Safety
Pacific Union Conference**

SAFETY HAZARD REPORTING FORM

Southeastern California Conference is committed to maintaining a safe work environment. A safe work environment is one which is free from accidents, injuries and work-related illnesses. All employees and volunteers must work together to create and maintain a safe environment for all employees, students and visitors. Our organization is committed to comply with Federal, state and local laws concerning worker health and safety.

Employees and volunteers may use this form to report safety issues to management. The risk management department will investigate the safety issue/complaint to determine what action needs to be taken. This form can be submitted anonymously. Employees are advised that it is illegal for an employer to take any action against an employee in reprisal for exercising their rights to report safety issues.

Date: _____

Employee or Volunteer's Name: (Optional)

Phone # and/or Email: (Optional)

Time unsafe condition observed: _____

Describe the unsafe hazard, condition or practice:

Location: (Building, Floor, Room #, Department, etc.)

Has this matter been reported to your supervisor?

Do you wish to be notified of action taken:
(If yes, please make sure contact information is provided)

Yes

NO

Send completed form to the risk management department. Email: _____



**California Workplace Safety
Pacific Union Conference**

(Organization Name) _____ Contact Information

Injury and Illness Prevention Plan Administrator

Brian Schwab, Risk Manager

brian.schwab@seccsda.org

Human Resources Department

Gina Heslep, HR Director
Ruth Zalsman, Benefits Specialist

gina.heslep@seccsda.org
ruth.zalsman@seccsda.org

Risk Management Department

Brian Schwab, Risk Manager

brian.schwab@seccsda.org

Office of Education

Datha Tickner, Superintendent
Trevan Osborn, Assistant for School Health and Safety

datha.tickner@seccsda.org
trevan.osborn@seccsda.org

Organizational Online Web-portal Information

secchr@adventistfaith.org