

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](http://www.secceducation.org)

11330 Pierce Street, Riverside, CA 92505

951-509-2307

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# **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.
6. NEW: A letter regarding HPV immunization is now required to be sent to all parents of 6<sup>th</sup> grade students. A sample letter from the CDPH is linked below.

### **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>

[Letter for HPV Vaccination for 6<sup>th</sup> Graders](#)

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.)

- Cancer
- Chicken Pox
- Diabetes
- Diphtheria
- Epilepsy
- Heart Disease
- Measles

- Rheumatic Fever
- Scarlet Fever
- Tuberculosis
- Whooping Cough
- Ear Infections
- Other

Allergies:

- Asthma
- Hay Fever
- Insect Bites
- Penicillin
- Other Drugs

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	Explain Abnormalities
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**

Teachers are not to diagnose a health condition or give any internal medications, including aspirin, except as indicated in the following statement.

### **Prescription Medications**

Any student who is required to take medication during the regular school day as prescribed by a physician, surgeon, or physician assistant may be assisted by the school nurse or other designated school personnel if the school has on file the following:

1. A written statement from such physician, surgeon, or physician assistant detailing the name of the medications, time schedules, amount, and method by which such medications are to be taken, and,
2. A written statement from the parent or guardian of the student indicating the desire that the school assist the student in matters set forth in the physician's, surgeon's, or physician assistant's statement.

Such medication must be delivered to the school in the original container bearing the pharmacy label. This label is to contain the name and place of business of the seller, the serial number and the date of such prescription, the name of the person for whom such a drug is prescribed, the name of the member of the medical profession who prescribed the drug, and must bear directions for use as prescribed by the member of the medical profession.

All medication must be stored safely and securely. A strict system of logging administered medications must be maintained. All medications should be returned to the parent at the end of the school year. New medication documentation (as stated above) is required for each school year. New medication documentation should also be provided if there are changes to the medication, dosage, frequency of administration, or reason for administering the medication.

### **Self-Medication Administration**

The following is required for a student to carry and self-administer prescription medication, such as asthma inhalers, insulin, EpiPens, and anticonvulsants:

1. A written statement from the physician, surgeon, or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and confirming that the student is able to self-administer the medication.
2. A written statement from the parent or guardian of the student consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the healthcare provider of the student regarding any questions that may arise with regard to the medication.

3. This statement shall be provided at least every school year, or when the medication, dosage, frequency of administration, or reason of administration of the medication changes.
4. Students who use such medications other than as prescribed will be subject to discipline.

### **Over-the-Counter Medications**

The following is needed for a school to provide and administer over-the - counter (OTC) medication on campus or at any school-sponsored activity:

1. A written statement from the parent or guardian of the student permitting the school to provide and administer OTC medication.
2. This statement shall be provided at least annually.
3. Schools must maintain a log of all OTC medications, including date, time, and dosage for each medication provided and administered.

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.



**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 any requirements for K-12 schools as provided by the California Department of Public Health.

## **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**

### **Policy for School Closures Due to Weather and Natural Disasters**

The Southeastern California Conference (SECC) Office of Education has established a policy to guide school closures, late starts, and early dismissals during weather-related events or natural disasters. This policy ensures that SECC schools are responsive to local government safety decisions prioritizing the safety of students and staff while minimizing liability risks.

#### **Alignment with Local Education Agency (LEA)**

SECC schools are required to follow the closure (including late start or early dismissal) decisions of the public school district in which they are located during weather or natural disaster events, such as fires, unsafe air quality, or other hazards. This alignment helps reduce liability should an accident occur as a result of conditions deemed unsafe by local authorities.

If the LEA has varying decisions across individual schools within the district, SECC schools are to follow the decision of the closest public school. For example, if the public school district remains open but the nearest public school closed due to specific conditions, the SECC school should mirror the closure decision of that nearest public school, prioritizing local safety conditions.

#### **Exceptions to Public School Closures**

SECC schools are not required to follow public school closures when such closures result from issues specific to the public school district (e.g., lack of water or power that does not affect the SECC school). In these cases, SECC schools may remain open unless otherwise directed.

#### **Unscheduled Public School Days**

If a weather or natural disaster event occurs on a day when the local public school district is not in session, the SECC Office of Education may decide to close schools independently. In such cases, the SECC school principal may also initiate a closure recommendation specific to their area, subject to approval by the Office of Education.

#### **Independent SECC School Closures**

If conditions specific to an SECC school campus render it unsafe to remain open (e.g., flooding, lack of power or water), the school may request a closure independently of the

public school district's decision. Approval from the SECC Office of Education is required for any independent closure decision.

### **Philosophy of Limiting Closures**

SECC schools strive to remain open during weather and natural disaster events whenever possible. School closures are to be reserved for genuine emergency situations where safety is at risk. Families traveling from a distance should be informed that they have the right to decide on their children's safety without penalty should they feel that travel conditions are unsafe.

### **Communication to Families**

Schools may include this policy in their handbooks to ensure families are informed and understand the procedures for emergency closures. Families should be encouraged to make safety decisions based on individual circumstances and conditions, regardless of the school's operational status.

### **LEA Key Considerations for Closing Schools Due to Weather and Natural Disasters**

When determining school closures due to weather events or natural disasters, local education agencies consider various factors related to air quality and environmental safety. The following key considerations guide these decisions to ensure student and staff safety during adverse conditions:

#### **1. Air Quality Measurements**

Regular assessment of local air quality indices (AQI) to determine pollution levels and related health risks. Use reliable resources such as the U.S. Environmental Protection Agency's (EPA) AQI available at [AirNow.gov](https://www.airnow.gov) for up-to-date information on air quality.

#### **2. Observation of Indoor and Outdoor Air Quality**

Monitoring of on-site conditions, including indoor and outdoor air quality. Visible factors like smoke, reduced visibility, or unusual odors can indicate dangerous air quality levels, even if AQI data is not immediately available.

#### **3. Effectiveness of Air Filtration Systems**

Evaluation of school building air filtration systems to ensure they offer sufficient protection against airborne contaminants. HVAC systems should be equipped with medium or high-efficiency filtration, ideally HEPA filters, as recommended by EPA guidelines.

#### **4. Health and Safety of Vulnerable Populations**

LEA's take into account the needs of students and staff who are more vulnerable to poor air quality, including those with asthma, respiratory issues, or cardiovascular conditions. Special accommodations may be necessary to protect these individuals, such as limiting outdoor activities or providing extra indoor air filtration.

5. **Extended Exposure Duration**

Consideration is given to cumulative effects of prolonged exposure to poor air quality. If poor air quality persists for several days, adjustments such as limiting outdoor activities or even closing the school may be needed to reduce the health risks for students and staff.

6. **Community Health Advisories**

LEA's stay informed about health advisories issued by local air quality management districts and public health authorities. These advisories provide critical guidance that may impact decisions regarding school operations, including activity restrictions or closures.

7. **Staffing Availability for Supervision**

Air quality concerns can lead to staff absenteeism, which may compromise student safety due to insufficient supervision. Therefore, LEA's ensure that there are adequate staffing levels in place to maintain safety standards during all school activities, including recess and physical education.

**Recommendations for Improving Air Quality at Schools:**

1. **Upgrade HVAC Systems**

Install and maintain HVAC systems with medium or high-efficiency filters. Where possible, use HEPA filters to ensure better filtration of airborne particles. For detailed EPA guidelines on air filtration, refer to [EPA Air Filtration Guidelines](#).

2. **Use Portable HEPA Filters**

In addition to the HVAC system, place portable HEPA filters in classrooms to improve indoor air quality, especially on poor air quality days. For approved filters, refer to the CARB Certified Air Cleaners List.

3. **Size Filters Appropriately**

Ensure that all portable air filters are sized correctly to effectively purify the air in each room or space.

4. **Seal Doors and Windows**

Keep doors and windows sealed tightly to minimize the entry of outdoor pollutants. Reducing air movement between indoor and outdoor spaces helps to maintain cleaner indoor air quality.

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**Approval Process to Keep School Open During LEA Closure**

1. Any decision to keep a school open during LEA closure must receive prior approval from the SECC Office of Education.

2. School administrators must provide clear reasoning, including completion of the attached checklist as supporting information related to the safety risks for any closure request.
3. Communication of the closure decision will be made promptly to families once approved.

This policy aims to ensure that SECC schools respond to emergency conditions consistently and in coordination with local public school authorities, prioritizing student and staff safety while maintaining operational continuity wherever possible.

### **Checklist for Key Considerations in Keeping Schools Open During Local Education Agency (LEA) Air Quality Closure Recommendations**

#### **Local School District Assessments**

- I have considered the LEA recommendations for safety protocols during active wildfires or other air quality concerns.

#### **Air Quality Measurements**

- I have reviewed the AQI (Air Quality Index) and we are currently at \_\_\_\_\_.
- I plan to review the AQI at least an hour before school to confirm the school can remain open for the day.
- I plan to monitor AQI (Air Quality Index) hourly, using sources like AirNow or local air quality authorities.
- I plan to follow the following thresholds for shifting to indoor-only activities: \_\_\_\_\_
- I plan to follow the following thresholds for shifting to a potential closure: \_\_\_\_\_

#### **Visibility and Outdoor Conditions**

- I assessed visibility and any noticeable smoke on campus.
- I plan to monitor visibility and noticeable smoke on campus hourly.
- I plan to cancel or limit outdoor activities if smoke is visibly present or if AQI exceeds \_\_\_\_\_ safe levels for outdoor exposure.

#### **Community Health Advisories and Governmental Guidance**

- I plan to follow updates from local health departments and adhere to public health advisories.
- I plan to communicate any relevant advisories to staff and parents, including recommended precautions for minimizing exposure.

#### **Consultation with Fire Marshals or Emergency Services**

- I have coordinated with local fire marshals to stay updated on wildfire proximity and movement.
- I plan to monitor risk assessments hourly, including potential changes in air quality or evacuation advisories.

### **Effectiveness of School Air Filtration Systems**

- I have confirmed that all HVAC and air filtration systems are fully operational and efficient at reducing indoor pollutants.
- I have verified that HVAC systems are set to recirculate indoor air rather than pulling in outdoor air.
- I have communicated the expectation to keep doors and windows closed with all employees.
- I have created plans for keeping students and staff in areas with the best air quality, such as rooms with advanced filtration or HEPA purifiers if available.

### **Health and Safety of Vulnerable Populations**

- I have identified students and staff with asthma, respiratory conditions, or other vulnerabilities.
- I have ensured these individuals have access to well-filtered indoor spaces or implement accommodations (e.g., alternative work assignment for the day) as needed.
- I have ensured stock of inhalers, asthma management kits, and other necessary medical supplies for students and staff with respiratory conditions.
- I have ensured personnel are available and prepared to respond to smoke-related health concerns.

### **Staffing Availability for Supervision**

- I can confirm that adequate staff are available to supervise students indoors and manage modified schedules if necessary.
- I have ensured staff are trained to identify or respond to wildfire-related health issues, such as smoke-induced respiratory symptoms.

### **Preparedness for Possible Evacuation/Closure**

- I have reviewed evacuation routes and procedures in case of emergency or evacuation orders.
- I have ensured that staff are briefed on procedures for safe, efficient evacuation if wildfire conditions necessitate it.
- I have developed a rapid response plan if AQI levels suddenly worsen, including protocols for moving students to highly filtered areas or an immediate shift to a closure.
- I have communicated the plan to staff, students, and families so everyone knows what to expect if conditions change during the school day.

### **Hydration and Health Monitoring Stations**

- I have set up hydration stations to ensure students and staff stay hydrated, which can help alleviate some effects of smoke exposure.

### Availability of N95 or KN95 Masks

- [ ] I plan to offer masks, such as N95 or KN95, to staff and students who may be more sensitive to air quality issues.
- [ ] I plan to educate staff on proper mask use and encourage use among vulnerable populations.

### Communication with Families and Staff

- [ ] I plan to provide regular updates to parents and staff about current conditions, safety measures, and any schedule changes.
- [ ] I plan to share clear instructions for families on keeping children safe if air quality worsens and school closure becomes necessary.

*The following chart is intended to provide a framework for SECC schools to assess and respond to poor air quality conditions. Decisions regarding school closures must be made in consultation with the SECC Office of Education.*

School Air Quality Activity Recommendations				
The table below outlines how to adjust outdoor physical activities according to the Air Quality Index (AQI). This guidance is essential for safeguarding the health of children and teenagers, who are particularly vulnerable to air pollution. The SECC Office of Education is here to support schools in understanding local air quality and the necessary steps to ensure student well-being. For your local air quality forecast, please visit <a href="http://AirNow.gov">AirNow.gov</a> .				
AIR QUALITY LEVEL	ACTIVITY			
	Recess (15min)	P.E. (1hr)	Athletic Practice (2-4hrs)	Scheduled Sporting Events
<b>GOOD</b> AQI 0-50	No restrictions	No restrictions	No restrictions	No restrictions
<b>MODERATE</b> AQI 51-100	Ensure that sensitive individuals are medically managing their condition.*	Ensure that sensitive individuals are medically managing their condition.*	Ensure that sensitive individuals are medically managing their condition.*	Ensure that sensitive individuals are medically managing their condition.*
<b>UNHEALTHY FOR SENSITIVE GROUPS</b> AQI 101-150	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure sensitive individuals are managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat. Ensure sensitive individuals are managing their condition.*
<b>UNHEALTHY</b> AQI 151-200	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain indoors.*	Exercise indoors or limit vigorous exercise to 30 minutes with increased breaks and substitutions. Sensitive individuals should remain indoors.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat. Ensure sensitive individuals are managing their condition.*
<b>VERY UNHEALTHY</b> (AQI 201-500) <i>The SECC Office of Education may consider school closures based on site-by-site concerns.</i>	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors or rescheduled.	No outdoor activity. All activities should be moved indoors or rescheduled.	Events should be rescheduled or relocated.

\*Sensitive individuals include all those with asthma or other heart/lung conditions. The information above is based on recommendations from environmental and health agencies (EPA, CDC, DHHS, CAPCOA).

## **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>

SBCUSD MIS# \_\_\_\_\_



### Seizure Action Plan

School Phone # \_\_\_\_\_  
School Fax # \_\_\_\_\_

This student is being treated for a seizure disorder. The information below may assist if a seizure occurs during school hours or at school activities.

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_ **School:** \_\_\_\_\_  
**Parent/Guardian:** \_\_\_\_\_ **Home Phone:** \_\_\_\_\_ **Cellular:** \_\_\_\_\_  
**Primary Physician:** \_\_\_\_\_ **Phone:** \_\_\_\_\_ **FAX:** \_\_\_\_\_  
**Neurologist:** \_\_\_\_\_ **Phone:** \_\_\_\_\_ **FAX:** \_\_\_\_\_

**Physician completes form from this point forward.**

**Significant Medical History:** \_\_\_\_\_

#### Seizure Information

Seizure Type	Length	Frequency	Description	Last Seizure Date

Seizure triggers or warning signs: \_\_\_\_\_

Student's response after seizure: \_\_\_\_\_

#### Seizure Response – BASIC

- Stay calm and record start of seizure
  - Keep child safe but Do NOT restrain
  - Do not put anything in mouth
  - Stay with child until fully conscious
  - Document ending time and description of seizure
- Tonic-clonic seizure additional response:** • Protect child's head  
• Turn child on side • Keep airway open • Monitor breathing

#### Additional Individual Student Information:

Parent requests notification after each seizure  Yes  No  
 Does student need to leave the classroom after a seizure?  Yes  No  
 If YES, describe process for returning student to classroom: \_\_\_\_\_  
 \_\_\_\_\_  
 In case of incontinence, parent should provide extra clothing for school so student may return to class as allowed by process above.  Yes  No

#### Seizure Response – EMERGENCY

- Call 911 for paramedics
- Contact school nurse
- Administer emergency medications if indicated below
- Notify parents or emergency contact (as listed above)
- Notify doctor listed above
- Other: \_\_\_\_\_

#### 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, has diabetes, or is pregnant  
 Student has a first-time seizure  
 Student has breathing difficulties  
 Student has a seizure in water

A "seizure emergency" for this student is additionally defined as: \_\_\_\_\_

#### Treatment Protocol During School Hours or School Activities (include daily and emergency medications\*)

* Emergency Medication?	*Medication Name	Dosage and Time of Day Given	Common Side Effects and Special Instructions
<input type="checkbox"/> Y or <input type="checkbox"/> N			
<input type="checkbox"/> Y or <input type="checkbox"/> N			

Does student have a Vagus Nerve Stimulator?  Yes  No, If YES, describe magnet use: \_\_\_\_\_  
Call 911 if still seizing after \_\_\_\_\_ VNS swipes. Wait \_\_\_\_\_ minutes between swipes. Give \_\_\_\_\_ swipes before any emergency medication.

#### Special Considerations and Precautions (regarding school activities, sports, trips, helmet use, or bus riding after seizure, etc.)

Describe any special considerations or precautions: \_\_\_\_\_

**Physician Name:** \_\_\_\_\_ **Physician Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I give permission for school staff to contact the physician for consultation and exchange of information as needed.

**Signature of Parent or Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

*This form must be renewed annually or with any change in treatment or medication.*

The **Medication Administration Form** must be completed in addition to the **Seizure Action Plan** if medication is required at school or school activities.

\* Medication Administration Form Required

# **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](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). All employees are expected to abide by the policies as detailed in the documents just referenced.

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](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)

**Yes**

- If there is a documented 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.

**No** (Assess for Risk Factors for Tuberculosis using box below)

### TB testing is recommended if any of the 3 boxes below are checked

**One or more sign(s) or symptom(s) of TB disease**

- TB symptoms include prolonged cough, coughing up blood, fever, night sweats, weight loss, or excessive fatigue.

**Birth, travel, or residence** in a country with an elevated TB rate for at least 1 month

- Includes countries other than 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.

**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://secceducation.org/wp-content/uploads/Injury and Illness Prevention Program - 2019.pdf](https://secceducation.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** \_\_\_\_\_  
(3<sup>rd</sup> 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.)

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

	YES	NO	N/A	NOTES
<b><i>SUPERVISION</i></b>				
<b>Adequate Number of Supervisors*</b> (Minimum of two required — Additional supervision based on risk)				Number Required _____
<b>Supervision Qualified for Activity</b>				
<b>First Aid Trained Staff</b>				
<b>Current CPR and Lifeguard Certification</b>				
<b><i>EMERGENCY PLANNING</i></b>				
(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.)				
<b>Emergency/Disaster Plan Prepared</b>				
<b>Cellular Phone</b>				
<b>Portable Two-way Radios</b>				
<b>Citizen Band and/or Marine Radio</b>				
<b>AM/FM or Weather Band Radio</b>				
<b>Additional Clothing Requirements</b>				
<b>Shelter Requirements</b>				
<b>Emergency Water</b>				
<b>Emergency Food</b>				
<b>Wool or Space Blankets</b>				
<b>Clothing and Equipment Lists Distributed</b>				
<b><i>ACTIVITY SAFETY</i></b>				
<b>Safety Equipment Available for All Participants</b> (Life Jackets, Safety Harnesses, Helmets, Knee and Elbow Pads, etc.)				
<b>Safety Equipment Required for All Participants</b>				
<b>Safety Equipment Checked Prior to Trip</b>				
<b>Safety Equipment Inspected Before Each Use</b>				
<b>All Work Projects Adhere to OSHA and International Standards (Strongest Shall Be Used)</b>				
<b>All Child Labor Laws Observed</b>				
<b><i>ADDITIONAL NOTES AND COMMENTS:</i></b>				

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

**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 \_\_\_\_\_

*To be completed by SECC Office of Education*

Request approved

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  
(Name of Event) (student's full name) on \_\_\_\_\_ 20\_\_\_\_\_  
(Date)

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

\_\_\_\_\_ Date: \_\_\_\_\_ 20\_\_\_\_\_  
(Date)

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)

## Student-Athlete Driver Permission Form

All student-athletes must complete and return this form before they are allowed to drive to an off-campus sporting event they are participating in. Students must also attach a copy of his/her *driver's license, registration, and proof of insurance* to this form.

It is the student's responsibility to update the information contained on this form. This form must be completed and submitted to administration before a student can drive to a sporting event. Failure to abide by these requirements will result in the delay or suspension of driving privileges to sporting events.

### Driving Regulations

1. Student must provide a copy of his/her driver's license, registration, and proof of insurance, attached to this form.
2. Student must adhere to our closed campus policy and may not drive on or off campus during school hours without written parental permission that is confirmed by administration.
3. Parents/Guardians of a student who wishes to drive to school sporting events must sign below indicating their permission has been granted for their son/daughter to drive to and from school sporting events.
4. Students are not allowed to transport other students (other than siblings of the driver).
5. Students must drive directly to the sporting event without making other stops.

I have read and understand the regulations for student driving listed above. I agree to abide by these regulations and understand that any violation may result in disciplinary action, including the suspension or revocation of driving privileges.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

Make: \_\_\_\_\_ Model: \_\_\_\_\_ License Plate Number: \_\_\_\_\_

### Parent Acknowledgement

I have read and understand the regulations listed above. I grant permission for my son/daughter to drive to and from school sporting events and acknowledge the school is not responsible for any motor vehicle violations, injuries (auto related), or collisions that may occur. For myself, my spouse, and my child, I agree to release, waive, discharge, and covenant not to sue the school and Southeastern California Conference of Seventh-day Adventists, its officers, employees, and agents, (hereafter collectively "Releasees") from and against any and all claims for damages and/or liability, including claims for negligence against the Releasees resulting in personal injury, accidents or illnesses (including death), and/or property loss arising from, but not limited to, the driving privileges provided to my child as outlined in this Agreement. I also acknowledge that violation of these regulations may result in disciplinary action, including the suspension or revocation of my son/daughter's driving privilege to sporting events.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

## **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**

#### **SECC Student Transportation Policy: 15-Passenger Vans**

To prioritize student safety, all SECC schools are strictly prohibited from purchasing, leasing, renting, or using **any 15-passenger van manufactured before 2013, or any modified 15-passenger vans**, for transporting students during school-sponsored activities. These vehicles pose safety risks and are not permitted under any circumstances.

#### **Approved Alternatives:**

SECC schools should consider safer and compliant transportation options, such as:

- Minivans or SUVs
- Mini school buses
- 15-passenger buses equipped with dual rear wheels

When selecting transportation, administrators must also ensure compliance with the following California state laws and regulations when planning student transportation:

- **Driver License Requirements:**
  - A **Commercial Driver's License (CDL)** with a passenger (P) endorsement is required to operate any vehicle designed to transport **more than 10 passengers, including the driver** (e.g., 12 or 15-passenger vans and buses)
  - Drivers of smaller vehicles, such as minivans or SUVs that seat 10 or fewer (including the driver), may use a regular **Class C license**, provided the vehicle is not modified or used in a way that requires a special endorsement.
- **Seat Belt Laws:**
  - **California requires all passengers to wear seat belts**, regardless of seating position in the vehicle.
  - The **driver is legally responsible** for ensuring all passengers under 16 are properly restrained.
- **Child Safety Seat Requirements:**
  - **Children under 8 years old** must be secured in a **car seat or booster seat** in the back seat.
  - **Children under 2 years old** must ride in a **rear-facing car seat** unless they weigh 40 pounds or more or are at least 40 inches tall.
  - All safety seats must be **properly installed and federally approved**.
- **Restrictions of Use of Certain Vehicles for Students Transport:**
  - Vehicles used to transport students must **meet school-use designation standards** and should not be retrofitted passenger vans.

#### **Administrator responsibility:**

It is the responsibility of each SECC school administrator to:

- Verify that any vehicle used complies with these legal standards
- Confirm that drivers are properly licensed and cleared through SECC safety protocols
- Ensure all safety equipment (seat belts, child safety seats) is used appropriately
- Avoid use of any vehicles that pose known safety risks or are prohibited by California law

By adhering to this policy, SECC schools help maintain the highest standards of safety and legal compliance in student transportation.

#### **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 _____ <i>(Attach copy of current coverage)</i>	

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
------	-------------	---------------------

_____	_____	_____
_____	_____	_____

## **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

## Volunteer 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.

To streamline the process and ensure consistency, **SECC no longer distinguishes between tiers or levels of volunteers**. All individuals who wish to volunteer—regardless of how often or in what capacity—are required to complete the same set of safety and clearance steps. This includes classroom helpers, event volunteers, field trip chaperones, overnight trip participants, and coaches.

### General Volunteer Requirements for All Volunteers

All volunteers must complete the following steps before participating in any school-related activities with students:

#### 1. Live Scan Background Check

- This must be done only once (unless a new background check is requested).
- Use the official SECC Live Scan Request Form:  
<https://secceducation.org/wp-content/uploads/BCIA-8016-rev.-3.2024-VOLUNTEER-ED-DEPT-1.pdf>
- A list of authorized Live Scan locations can be accessed here:  
<https://oag.ca.gov/fingerprints/locations>

#### 2. SECC Volunteer Commitment Form

- Volunteers must read and sign this form annually.
- Volunteer Commitment Form: <https://secceducation.org/wp-content/uploads/SECC-Volunteer-Commitment-Form-fillable-8-23.pdf>

#### 3. Child Safety Training

- Volunteers must complete the state-mandated child safety training and submit a certificate of completion.  
<https://mandatedreporter.ca.com/training/volunteers>

- The cost for the certificate of completion is \$8.99. This fee is paid directly through the MandatedReporterCA.com website

#### 4. **Health Clearance**

- Volunteers must have on file with the school a certificate showing that within the last four (4) years, they have been examined and found free of communicable tuberculosis.
- TB Risk Assessment Form: [https://ctca.org/wp-content/uploads/TBCB-CA-School-Staff-Volunteer-TB-Risk-Assessment\\_updated-May-20203.pdf](https://ctca.org/wp-content/uploads/TBCB-CA-School-Staff-Volunteer-TB-Risk-Assessment_updated-May-20203.pdf)

#### **Transportation Requirements (Driving Students)**

If a volunteer is transporting students (e.g., for field trips or athletic events), **the following four (4) items are additionally required:**

1. Transportation Information Form: [https://secceducation.org/wp-content/uploads/Transportation\\_Info\\_Volunteer\\_Cars.pdf](https://secceducation.org/wp-content/uploads/Transportation_Info_Volunteer_Cars.pdf)
2. A copy of their **driver's license** must be submitted to the school.
3. A copy of **valid automobile insurance** must be kept on file at the school.
  - It is the **responsibility of the driver** to ensure that the school has a current and valid proof of insurance on record **at all times**.
  - **Failure to maintain valid proof of insurance on file will result in the volunteer being ineligible to transport students.**
4. **A Motor Vehicle Report (MVR)** must be submitted **annually**.
  - MVR can be downloaded for \$2 from the DMV: Get your MVR: <https://www.dmv.ca.gov/portal/customer-service/request-vehicle-or-driver-records/online-driver-record-request/>

# **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, outdated 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://seceducation.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](mailto: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

- \_\_\_\_\_
- \_\_\_\_\_
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**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-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).

## **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”

# CALIFORNIA IMMUNIZATION REQUIREMENTS FOR PRE-KINDERGARTEN



(any private or public child care center, day nursery, nursery school, family day care home, or development center)

## Doses required by age when admitted and at each age checkpoint after entry<sup>1</sup>:

AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION <sup>2,3</sup>			
2 through 3 months	1 Polio	1 DTaP	1 Hep B	1 Hib
4 through 5 months	2 Polio	2 DTaP	2 Hep B	2 Hib
6 through 14 months	2 Polio	3 DTaP	2 Hep B	2 Hib
15 through 17 months	3 Polio	3 DTaP	2 Hep B	1 Varicella
	On or after the 1st birthday:			1 Hib <sup>4</sup>
18 months through 5 years	3 Polio	4 DTaP	3 Hep B	1 Varicella
	On or after the 1st birthday:			1 Hib <sup>4</sup>

1. A pupil's parent or guardian must provide documentation of a pupil's proof of immunization to the governing authority no more than 30 days after a pupil becomes subject to any additional requirement(s) based on age, as indicated in the table above (Table A).
2. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.
3. Any vaccine administered four or fewer days prior to the minimum required age is valid.
4. One Hib dose must be given on or after the first birthday regardless of previous doses. Required only for children who have not reached the age of five years.

DTaP = [diphtheria toxoid](#), [tetanus toxoid](#), and acellular [pertussis](#) vaccine  
Hib = [Haemophilus influenzae, type B](#) vaccine  
Hep B = [hepatitis B](#) vaccine  
MMR = [measles](#), [mumps](#), and [rubella](#) vaccine  
Varicella = [chickenpox](#) vaccine

## INSTRUCTIONS:

California pre-kindergarten (child care or preschool) facilities are required to check immunizations for all new admissions and at each age checkpoint.

**UNCONDITIONALLY ADMIT** a pupil age 18 months or older whose parent or guardian has provided documentation of any of the following for each immunization required for the pupil's age as defined in table above:

- Receipt of immunization.
- A permanent medical exemption.\*
- A personal beliefs exemption (filed prior to 2016).<sup>†</sup>

## CONDITIONAL ADMISSION SCHEDULE FOR PRE-KINDERGARTEN

Before admission a child must obtain the first dose of each required vaccine and any subsequent doses that are due because the period of time allowed before exclusion has elapsed.

DOSE	EARLIEST DOSE MAY BE GIVEN	EXCLUDE IF NOT GIVEN BY
<b>Polio #2</b>	4 weeks after 1st dose	8 weeks after 1st dose
<b>Polio #3</b>	4 weeks after 2nd dose	12 months after 2nd dose
<b>DTaP #2, #3</b>	4 weeks after previous dose	8 weeks after previous dose
<b>DTaP #4</b>	6 months after 3rd dose	12 months after 3rd dose
<b>Hib #2</b>	4 weeks after 1st dose	8 weeks after 1st dose
<b>Hep B #2</b>	4 weeks after 1st dose	8 weeks after 1st dose
<b>Hep B #3</b>	8 weeks after 2nd dose and at least 4 months after 1st dose	12 months after 2nd dose

**CONDITIONALLY ADMIT** any pupil who lacks documentation for unconditional admission if the pupil:

- has commenced receiving doses of all the vaccines required for the pupil's age (table on page 1) and is not currently due for any doses at the time of admission (as determined by intervals listed in Conditional Admission Schedule, column entitled "EXCLUDE IF NOT GIVEN BY"), or
- is younger than 18 months and has received all the immunizations required for the pupil's age (table on page 1) but will require additional vaccine doses at an older age (i.e., at next age checkpoint), or
- has a temporary medical exemption from some or all required immunizations.\*

**Continued attendance** after conditional admission is contingent upon documentation of receipt of the remaining required immunizations. The pre-kindergarten facility shall notify the pupil's parent or guardian of the date by which the pupil must complete all remaining doses.

\* In accordance with 17 CCR sections 6050-6051 and Health and Safety Code sections 120370-120372.

† In accordance with Health and Safety Code section 120335.

