
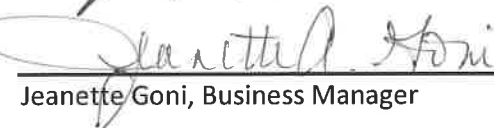
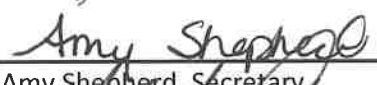
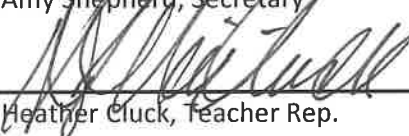


Richmond Elementary School  
Comprehensive School Safety Plan – Signature Plan  
2022-2023

 Michael Cosgrove, Superintendent/Principal	<u>2/14/2023</u> Date
 Jeanette Goni, Business Manager	<u>2/14/2023</u> Date
 Amy Shepherd, Secretary	<u>02/14/2023</u> Date
 Heather Cluck, Teacher Rep.	<u>2-14-23</u> Date

Richmond School Mission Statement

It is the mission of Richmond School to provide the following while maintaining a small school setting:

- A high-standard, quality education
- Strong community connections
- A strong foundation
- Preparation for success in academics, athletics, the arts, technology, and citizenship
- Enrichment, excitement, and desire for lifelong learning.

# Comprehensive School Safety Plan

## Richmond Elementary School

Michael Cosgrove, Superintendent/Principal

700-585 Richmond Road, E.

Susanville, CA 96130

[mcosgrove@richmondelementary.com](mailto:mcosgrove@richmondelementary.com)

Plan Revised February 2023

Plan approved by the Richmond Board of Trustees

February 9, 2023

This document is available for public inspection during regular business hours at Richmond Elementary School.

Note: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the website.

## School Profile

Located in rural, northeastern California, Richmond Elementary School is the oldest and longest continuously operated school in Lassen County. In 2014, Richmond celebrated its 150<sup>th</sup> anniversary. Serving a population of approximately 190 students, Richmond provides an enriching, yet standards-based curriculum for all students in grades kindergarten through eighth grade.

### **Learning Climate**

Teachers and support staff are committed to positive discipline plans with clearly stated rules and consequences. Students are expected to attend school promptly and regularly to achieve optimum academic growth and a sense of responsibility. School personnel endeavor to work proactively with students to prevent problems from arising. A major strength is the location and condition of the physical site. The campus is well maintained, with a gym and auditorium available for student events. A multipurpose room is available for smaller gatherings and for lunch. Additional facilities include a library, dedicated computer lab, soccer field, 200m track, cross country course, and basketball courts.

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- L. Nondiscrimination, Harassment, Intimidation, Bullying Policies
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## **A. School Climate Assessment**

During the Fall of 2021, Richmond Elementary students, staff, and parents participated in California's Healthy Kids Survey (CHKS). Those results are included below for review:

During the 2021-22 school year, 23 out of 24 staff members took the online School Climate Survey. 71% of those taking the survey strongly agreed that Richmond School is a supportive and inviting place for staff to work. 78% of staff members felt that Richmond School is supportive and inviting place for students to learn and promotes academic success for all students. 100% of the staff strongly agree or agree that Richmond is a safe place.

Participation in the CHKS for Fall 2021 school included; 19 (66%) of the fifth-grade students, 13 (76%) of the seventh-grade students, and 15 (63%) of the eighth-grade students participated in the CHKS. The fifth graders took the elementary survey, while the seventh and eighth graders took the middle school survey. Sixth graders did not complete the CHKS due to teacher and student quarantines and parents not giving permission for students to participate in the survey.

Elementary Survey Results: An average of 77% of our 5<sup>th</sup> grade students feel like they have a strong connection to school, and 91% feel like they are academically motivated. 89% of these students feel very safe at this school. In addition, 68% of the students said that they are treated with respect.

Middle School Survey Results: An average of 78% of 7<sup>th</sup> and 89% of 8<sup>th</sup> grade students feel like they have a strong connection to school, and 81% and 85% respectively feel like they are academically motivated. 85% of 7<sup>th</sup> and ninety-three percent of 8<sup>th</sup> grade students feel very safe at this school. Regarding being harassed or bullied in the month leading up to the survey, 23% of 7<sup>th</sup> and 7% of 8<sup>th</sup> grade students indicated they had such experiences.

The California Healthy Kids Survey asked all parents from our school to participate in a School Climate Survey. Twenty-six of our parents responded. 92% of these parents either agree or strongly agree that this school encourages me to be an active partner in educating my child, and 92% of the parents feel that Richmond School is a safe place for students. 92% of parents say that teachers communicate with parents about what students are expected to learn in class, and 96% of the parents say that the school provides high quality instruction.



## **B. Child Abuse Reporting Procedures**

**Policy 5141.4: Child Abuse Prevention And Reporting**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent/Principal or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent/Principal or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

**Child Abuse Prevention**

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent/Principal or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent/Principal or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

**Child Abuse Reporting**

The Superintendent/Principal or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent/Principal or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

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**Regulation 5141.4: Child Abuse Prevention And Reporting**

Status: ADOPTED

Original Adopted Date: 12/09/2014 | Last Revised Date: 12/15/2022 | Last Reviewed Date: 12/15/2022

**Definitions**

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice Superintendent, Superintendent/Principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

**Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the

appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

### **Reporting Procedures**

#### **1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency:

Lassen County Child and Family Services  
1616 Chestnut Street  
Susanville, CA 96130  
(530) 251-8277

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **2. Written Report**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who

might have abused or neglected the child

- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor or the Superintendent/Principal or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Superintendent/Principal as soon as possible after the initial telephone report to the appropriate agency.

The Superintendent/Principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Superintendent/Principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Superintendent/Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### • Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent/Principal or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent/Principal or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent/Principal or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

### Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent/Principal or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Superintendent/Principal or designee shall inform the person of the following requirements prior

to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### **Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent/Principal or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

#### **Parent/Guardian Complaints**

Upon request, the Superintendent/Principal or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

#### **Notifications**

The Superintendent/Principal or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent/Principal or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent/Principal or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)
-

## C. Emergency Response Procedures

### Media

All media must be referred to the administration and the media contact person (Michael Cosgove). Do not give interviews under any circumstances unless requested by an administrator.

### Emergency Response Team

In cases of a serious, widespread (e.g.-shooter on campus) situation, the Sheriff's Dept. will be activated. Team members have been given specific training in responding to an emergency situation. Please help the team as needed.

#### WHEN AND HOW TO CALL 911

Call **911** anytime you feel there is a critical issue and delay may cause unnecessary harm to students or staff. Examples include:

a severely bleeding injury

an unconscious person

a non-breathing person

a person in convulsions

an armed person/riot/civil disorder

Yell for help or send someone to get help or call 911

If possible and safe, stay with the injured/incapacitated individual(s)

If you need to call, remember the following guidelines.

Stay calm.

State your emergency.

Give your name and address. Be specific about building and room number.

Allow communications center (911) employee to direct conversation.

Be prepared to answer questions in a clear, calm manner.

Remain on the telephone. DO NOT hang up until the dispatcher says that you may do so.



After the call, contact an administrator and inform them that you have called 911 for emergency assistance.

<b>CONTAINING STUDENT/STAFF SCHOOL LOCKDOWN</b>
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**An announcement over the P.A. System will be made, "All Students and Staff Go into Lock-Down!"**

Teachers should lock doors, close drapes/window blinds, and turn off lights. Keep students quiet and away from windows and doors. Wait for instructions and stay off the phones. Keep students away from windows and in maximum shelter until the all clear signal is given.

We will be implementing the ALICE method- barricading the door and attacking the intruder.

ALICE stands for Alert, Lockdown, Inform, Counter, Evacuate

Teachers on prep or lunch should go to the nearest room. During lunch, students will run and hide.

**All Clear Signal:** An announcement will be made that the campus is clear over the intercom system. This is for a drill only. The sheriff's office **MUST** be contacted for anything other than a drill. At that time, they are the only ones that can determine if a lockdown is clear.

This indicates that the danger situation is under control and you can return to normal patterns.

### **STUDENT ACCOUNTABILITY PLAN**

In the event of an emergency where students are evacuated from the classrooms or in a *TAKE COVER* mode, and there have been injuries, the following procedures will be initiated:

**NOTE: The student accountability procedure will be initiated only when the emergency is over and the campus is safe.**

Each teacher will fill out an "Individual Room Survey" (Sample on following page). It is recommended that Elementary Schools place an "Individual Room Survey" inside the teacher's roll book. Teachers are required to take their roll book with them in any situation requiring evacuation.

The Administrative Team will pick up the "Individual Room Surveys" from the teachers or other support staff with identified groups.

The Administrative Team will deliver the surveys to the Sheriff's Dept. The Sheriff's Dept. will then inform administration of the situation and take whatever steps are necessary.

**\*\*\*A Student Accountability Plan SHOULD be attached or incorporated into every procedure where the possibility of an off campus evacuation or alternative dismissal method may be the next required or recommended step.**

## INDIVIDUAL ROOM SURVEY

Teacher \_\_\_\_\_  
(please print)

Pupils Enrolled \_\_\_\_\_  
(please print)

Room Number \_\_\_\_\_

Pupils Absent \_\_\_\_\_

## STUDENT ACCOUNTABILITY CARD

TEACHERS: Please list names on this chart as soon as your class is in the appropriate assembly area.

[illegible]

Please list the names of any non-students present in your class:

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AN ADMINISTRATIVE TEAM LEADER WILL PICK UP THIS FORM AT YOUR ASSEMBLY AREA.

ARMED PERSON ON CAMPUS (STUDENT/NON-STUDENT)
--

**Definition:** A person is in possession of a knife, stun gun, or other weapon (other than a gun) either on the campus grounds or in the classroom. The weapon is not currently being used in a threatening manner.

**Who: TEACHERS/OTHER STAFF**

**What:**

In class Do **NOT** approach or confront the person!

Remain calm.

Dial 911 from the classroom and wait on the line until someone speaks with you. Administration/law enforcement will respond. Explain the situation without alarming the person. Security will remove the person.

If you feel that calling 911 or administration will be too conspicuous, write a note that a responsible student can take to a teacher next door so that they can make the appropriate call

Outside Contact the Administrator if you see a weapon. Send a runner if necessary.

Try to keep the person in sight. Do **NOT** confront the person!

After situation is resolved, please fill out a Witness Statement with the administration and law enforcement.

Rumors Contact and inform an administrator.

**Who: YARD DUTY STAFF**

**What:** Remain calm. Call 911.

Call an administrator to assist.

Ask for witness statements.

## SHOOTINGS/RIOTS/CIVIL DISORDER

**Definition:** Shootings, riots, or civil disorder on the school campus or vicinity.

**Who:** TEACHERS/OTHER STAFF

**What:** If you observe such a situation, first secure the safety of the students and yourself by the steps below, then contact a member of the administrative team or dial 911.

Office personnel will contact the Administrator.

If the lock down code is announced, take the following steps:

- Stay calm.
- If you hear the lock-down signal, direct all students to follow the procedures set in place.
- Lock the door, close the drapes/blinds, and turn off the lights.
- Have students proceed to their designated areas.
- Remain quiet and wait for further instructions by the administration via the P.A. system.

### YARD DUTY STAFF

**What:** Lock down code will be announced.

Stay calm.

Direct all students into classrooms and/or safety areas outside.

Do NOT contact law enforcement. A member of the Administrative Team will notify Sheriff's Department Dispatch or call 911.

Wait for further instructions.

## THREATENING INDIVIDUAL/GROUP

**Definition:** A threatening individual or group of individuals is on the campus. They may or may not be students. This includes situations where a student is followed or threatened on their way home.

**Who:** **TEACHERS/OTHER STAFF**

**What:** **Threatening situation**

If you may be the first to report the incident, notify administration, or if the situation is critical and in your area, call 911.

Office personnel will contact 911 and administration.

Stay calm.

If the individual or group is threatening a specific student or group of students, lock the threatened student(s) in a classroom.

If you hear the lock down code, direct all students into the buildings and/or track area.

Lock the door, close the drapes/blinds, and turn off all lights.

Have students proceed to their designated areas.

Remain quiet and wait for further instructions by the administration via the P.A. system.

**Who:** **YARD DUTY STAFF**

**What:** Contact Administration or 911.

Stay calm.

If you hear the lock down code, direct all students into the buildings and/or track area.

Wait for further instructions.

## SUSPICIOUS PACKAGE

**Definition:** Any suspicious package, material, or mechanism found in a classroom, around any building on school grounds or in any school parking lot.

**Who:** TEACHERS/OTHER STAFF

**What:** Notify administration if you see a suspicious package. Give the office personnel the location and description of the suspicious package. Direct persons away from the area. **DO NOT** use any electrical signal transmission device, i.e., cellular phones, radios, or walkie-talkies. *(If a cellular telephone is your only means of communication, SEND A RUNNER.)*

Office personnel will contact administration and/or call 911. **DO NOT** use electronic devices to make notifications if the suspicious package is in or near the office.

Stay calm. Wait for further instructions from administration.

Never touch or move any suspicious objects. There may be a secondary package. Visually scan the area.

Follow instructions for evacuation if directed and account for all students and staff.

Wait for an "all clear" announcement or further instructions.

If you hear rumors of a potential incident, contact an administrator.

**Who:** YARD DUTY STAFF

**What:** **DO NOT** use any electrical signal transmission device, i.e., cellular phones, radios, or walkie-talkies.

Stay calm.

Never touch or move any suspicious objects. Report their location to administration or responding law enforcement personnel. Send someone with the message while you stay to control the area.

Direct all persons at least 300 feet away from the area.

Wait for further instructions.

Assist in evacuation if needed.

## BOMB THREAT

**Definition:** Any warning or notification that an explosive or destructive device has been left or planted at the school. This includes but is not limited to telephone warnings, e-mails, voice mails, letters or notes.

**Who:** TEACHERS/OTHER STAFF

**What:** Notify administration if you receive a threat. **DO NOT** use any electrical signal transmission device, i.e., cellular phones, radios, or walkie-talkies. *(If a cellular telephone is your only means of communication, SEND A RUNNER.)*

Stay calm.

Office personnel will contact administration or 911. **DO NOT** use electronic devices to make notifications if the suspicious package is in or near the office.

Conduct a search of your classroom and work area for suspicious packages. Wait for further instructions from administration.

Never touch or move any suspicious objects. Report their location to administration or responding law enforcement personnel.

Follow instructions for evacuation if directed and account for all students and staff. Students **MUST** take their backpacks and purses with them.

Wait for an "all clear" announcement or further instructions.

If you hear rumors of a potential incident, contact an administrator.

**Who:** YARD DUTY STAFF

**What:** **DO NOT** use any electrical signal transmission device, i.e., cellular phones, radios, or walkie-talkies.

Stay calm.

Search the exterior of the buildings and bathrooms you are instructed to search.

Never touch or move any suspicious objects. Report their location to administration or responding law enforcement personnel. Send someone with the message while you stay to control the area.

Direct all persons at least 300 feet away from the area.

Wait for further instructions.

Assist in evacuation if needed.

<b>CHEMICAL ACCIDENT/GAS LEAK/EXPLOSION</b>
---

**Who: TEACHERS/OTHER STAFF**

When possible make a determination whether to evacuate the affected area. If evacuation is necessary, direct students and staff up/cross wind away from the affected areas.

Notify administration of location, situation, and needs.

Office personnel will contact the administration and/or sheriff's dept.

Account for all students and staff (classroom teachers will follow established fire drill procedures, take roll, and assess medical emergency needs). Remember to take your current roll book.

Always move up/cross wind away from any smoke or gas cloud and clear of affected area.

Refer all injured/affected students and staff to school nurse or designated staff or emergency responding personnel.

**Who: YARD DUTY STAFF**

**What:** Direct all students up/cross wind away from the area.

Wait for further instructions.

Assist in evacuation if needed.



## **FIRE**

**Who:** **TEACHERS/OTHER STAFF**

**What:** If it is a small fire, secure student safety and then attempt to use the extinguisher to put out the fire.

Notify administration of location, situation, and needs. Office personnel will notify the fire dept.

Stay calm.

Direct evacuation of buildings using room fire emergency procedures. Refer to your classroom evacuation map.

Account for all students and staff (classroom teachers will follow established fire drill procedures, take roll, and assess medical emergency needs.) Remember to take your current roll book.

Wait for further instructions or an "all clear" signal.

**Who:** **YARD DUTY STAFF**

**What:** Direct all students away from the area.

Wait for further instructions.

Assist in evacuation if needed.

## **FIRE ALARM**

A blaring pulsating siren.

This is used to signal an evacuation of the buildings. Follow the fire alarm evacuation procedures posted in each classroom and building.

Teachers are responsible for bringing roll books and staying with their class to account for students.

### **All Clear Signal**

This indicates that the dangerous situation is under control and you can return to normal patterns.

## ATTEMPTED OR ACTUAL CHILD ABDUCTION

**Definition:** Any situation where a student is forcibly and against their will, removed or attempted to be removed from the campus, or while to or from school by known or unknown person(s).

**Who:** **TEACHERS/OTHER STAFF**

**What:** Notify administration. Report the location of abduction, abducted persons name (if known), name and/or description of abductor, abductors vehicle description (make, model, year, color and license plate number), and any other descriptions of persons involved.

Office personnel will contact Administration or 911.

Identify persons who may have witnessed the attempted abduction and do not allow them to leave. These persons need to be interviewed by administration and law enforcement.

Obtain parent/guardian and emergency contact person notification information, picture, and physical and clothing description of the missing/abducted student. Have available for responding law enforcement. *(Wait for instructions regarding notification from law enforcement.)*

Write/give a witness statement to the administration and law enforcement.

Administration will inform neighboring schools of the incident and develop a parent alert notice and distribute it in a timely manner in the event of an attempt only.

Suppress rumors and fears by obtaining facts.

Refer media to administration. DO NOT give interviews.

**Who:** **YARD DUTY STAFF**

**What:** Follow the same procedure as above.

## MISSING STUDENT

**Definition:** Student is missing from campus or did not arrive to their identified after school destination

**Who:** **TEACHER/ADMINISTRATION**

**What:** Determine last time student was seen and by whom. Make contact with that person.

Obtain picture identification of student and develop a complete and recent description.

Conduct a search of campus and general vicinity around campus.

Call the Sheriff's Dept.

Have teacher identify possible friends student may have gone with and call. Contact identified people on emergency information card.

## DEATH/SUICIDE ON CAMPUS

**Definition:** Death or suicide of student, staff member, or any person located on a school campus that is dead or suspected of committing suicide.

**Who:** TEACHERS/OTHER STAFF

**What:** Notify the administrator. Report the location, person's name (if known), method of suicide or death. Activate EMS/911 and attempt first aid and/or CPR.

Remove all students from the area, but do not allow them to leave. These persons need to be interviewed by administration and law enforcement.

Write/give a witness statement to the administration and law enforcement.

Administrator activates school's crisis response plan.

Refer media to administration. **DO NOT** give interviews.

**Who:** YARD DUTY STAFF

**What:** Follow the same procedure as above.

## DEATH/SUICIDE OFF CAMPUS

**Definition:** Death or suicide of student, staff member, or person who is closely connected with Richmond School when the suicide or death occurs off-campus.

**Who:** TEACHERS/OTHER STAFF

**What:** Notify the administrator to make them aware of the incident.

Administrator activates school's crisis response plan.

Refer media to administration. **DO NOT** give interviews.

## SUSPECTED NEGLECT/ABUSE/MOLESTATION/RAPE

**Definition:** Any act upon a child (person under 18 years of age) against his or her will that is sexual in nature or causes harm or injury. This includes physical abuse, sexual abuse, physical neglect or emotional maltreatment. Abuse can be within or outside of family members. The abuser can be any age, including other students. Rape and sexual assault of any kind is child abuse.

**Mandated Reporters:** Any employee who has direct contact with children must report suspected child abuse to an appropriate child protective agency (Penal Code 11166).

**Who:** **TEACHERS/OTHER STAFF**

**What:** In cases of observed abuse or suspicion of abuse either by marks or student disclosure.

Report incident to administration immediately.

As a mandated reporter, you must report the incident to Child Protective Services on a SCAR form.

## ILL STUDENTS

**Who:** **TEACHERS/OTHER STAFF**

**What:** In cases of non-serious illness, and if it is safe for the student, send them to the health clerk.

In cases of sudden illness of a serious nature, call the health clerk at extension 1318, or contact the office for an escort, if needed.

If the situation appears life threatening call 911, and then follow the steps above.

Call office for the student's emergency card ASAP. Ambulance or other emergency personnel will need it.

Inform administration of the details so they may contact the student's home.

Health Clerk/Nurse will document in SchoolWise the situation, treatment, and disposition.

## INJURED STUDENTS

**Who:** TEACHERS/OTHER STAFF

**What:** For minor injury: offer to send student to wash injury and offer Band-Aid.

When there is serious injury, call the health clerk at extension 1318 or the administration. Stay on the line until someone speaks with you.

If the situation appears life threatening, call **911**, then follow the steps above.

Give first aid as needed. Do not move injured students.

In cases where the student is bleeding, use non-latex gloves when available to avoid contact with bodily fluids, since they can pass along diseases. Wash afterwards, and contact the custodial staff for a safe cleanup.

\*\*\*If the injury is the result of an assault, fight, or suicide attempt, **DO NOT** contact custodial for clean up until the area has been cleared by law enforcement.

Call office for the student's emergency card ASAP. Ambulance or other emergency personnel will need it.

Inform administration of the details so they may contact the student's home.

Refer media to administration. **DO NOT** give interviews.

**Who:** YARD DUTY STAFF

**What:** Follow the same procedure as the teachers.

Security will direct ambulances.

If the injury is the result of an assault, fight or attempt suicide:

Contact the Administrator.

Secure the scene. Identify witnesses and detain them separately for statements.

## STUDENTS UNDER THE INFLUENCE OF DRUGS AND/OR ALCOHOL

**Who:** TEACHERS/OTHER STAFF

**What:** If you suspect the student is under the influence, call an administrator. They will be sent to get the student. **DO NOT** send the student alone.

If the situation appears life threatening, call 911 and then follow the steps above.

In cases where the student is vomiting, avoid contact with fluids. Wash afterwards and contact the custodial staff for a safe cleanup.

Call office for the student's emergency card ASAP. Ambulance or other emergency personnel will need it.

Inform administration of the details so they may contact the student's home.

**Who:** YARD DUTY STAFF

**What:** Take the student to an administrator.

## VICIOUS/SUSPECTED RABID ANIMALS

**Who:** TEACHERS/OTHER STAFF

**What:** Direct students and staff to quietly enter buildings.  
Stay in classrooms/buildings.  
Close all doors and windows.  
Notify other teachers in the vicinity.  
Notify administration of location, situation, and needs.  
Office personnel will contact the Sheriff's Dept if needed.  
Remain in building until an "all clear" announcement has been made.  
Refer all injured/affected students and staff to school health clerk or designated staff of emergency responding personnel.

**Who:** YARD DUTY STAFF

**What:** Direct all students away from the area.  
Wait for further instructions.  
Assist in evacuation if needed.  
Contact the Administrator.

## EARTHQUAKE

**Who:** TEACHERS/OTHER STAFF

**What:** Instruct students to “drop and cover” until motion ceases.

Keep all students and staff away from windows.

Evacuate students to an open area, away from all windows, upon receiving the all clear signal. If there is time, evacuate students to the normal fire drill areas.

Keep students together and calm.

Take roll and assess any injuries. Administer first aid if needed.

If there are serious injuries, contact the health clerk.

Do not re-enter the building until the all clear is sounded, due to potential aftershocks.

**Who:** YARD DUTY STAFF

**What:** Help evacuate students as needed.

Locate students in immediate need of medical care and relay messages to the administrator.

Evaluate damage to buildings in your area.

Wait for further instructions.



## **TORNADO**

**Who:** **TEACHERS/OTHER STAFF**

**What:** Open windows part way in each room.

Keep all students and staff away from windows.

Have students “duck and cover” in the most sheltered part of the room until the all clear is sounded.

Keep students together and calm.

Assess any injuries. Administer first aid if needed.

If there are serious injuries call 911, call administration.

**Who:** **YARD DUTY STAFF**

**What:** Find shelter for yourself inside, away from windows. Open at least one window, if time allows.

When the tornado is over, locate and assist with students in immediate need of medical care

Evaluate damage to buildings in your area.

Wait for further instructions.

## **FLOOD**

**Who:** **TEACHERS/OTHER STAFF**

**What:** Keep students together and calm.

Collect and secure roll books and other important records.

Do not let students or others use the telephones.

Wait for instructions on mass evacuations. Do not let students leave individually.

Try to remove books, computers, etc., to high areas in your room to minimize damage. Remember to use students to help, it will keep them calm.

If there are serious injuries call 911 and contact the administrator.

**Who:** **YARD DUTY STAFF**

**What:** Wait for further instructions.

If students and teachers are evacuated by car, know the safe routes from the area and help direct traffic.

## **FIRST AID (QUICK REFERENCE)**

### **1. BEE STINGS**

- Ask student if allergic to bee stings. If allergic, start emergency procedures.
- Contact health technician (if available).
- If student is symptomatic (short of breath, raspy voice), call 911 and parents.

### **2. BLISTERS**

- Contact health technician (if available).

### **3. FALLS**

- DO NOT HELP STUDENT STAND!
- If student can, always let him/her get up from a fall; otherwise, keep student lying down, warm and quiet.
- DO NOT MOVE STUDENT if any of the following signs are present:
  - complaint of severe headache
  - inability to move extremities
  - inability to feel another's touch
  - severe neck or back pain
- CALL ADMINISTRATION, BY DIALING (Extension 1311)
- If injury is life threatening, call 911 (using site procedures) and notify parent(s)/guardian(s).

### **4. HEAD INJURY**

- Keep the student quiet.
- NEVER POSITION THE STUDENT SO THAT THE HEAD IS LOWER THAN THE REST OF THE BODY.
- Stay with student – do not move until assessed by health care.
- Contact administration by dialing (Extension 1311) and health technician (Extension 1318).
- Administration will notify the parent(s)/guardian(s), and emergency services, if necessary.
- If injury is life threatening, call 911 (using site procedures).

### **5. MINOR SCRAPES**

- Have student wash injury with water and soap.
- Dry and apply a Band-Aid if necessary.

<b>FIRST AID (QUICK REFERENCE) (cont.)</b>
--

6. **NOSE BLEEDS**

- Have student sit with head erect.
- Wear non-latex gloves.
- Have student blow nose to expel any clots.
- Have student pinch nose between thumb and index finger until nose stops bleeding.
- Remind student to breathe through mouth.
- Notify health technician (if available).

7. **SEVERE ALLERGIC REACTIONS**

- Refer to student's health plan
- Epinephrine Auto-Injectors are available in the office (AR 5141.2)
- Notify parent(s)/guardian(s)

8. **SPLINTERS**

- DO NOT REMOVE
- Send student to health technician (if available).

## **RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS**

1. Current National American Red Cross First Aid Manual or equivalent.
2. American Academy of Pediatrics First Aid Chart.
3. Portable stretcher
4. Cot: mattress with waterproof cover
5. 10 Triage Tags
6. Blankets, sheets/pillows/pillow cases (disposable covers are suitable)
7. Wash cloths, hand towels, small portable basin
8. Covered waste receptacle with disposable liners
9. Manual resuscitation bag (Ambu bag) [optional]
10. Bandage scissors, tweezers
11. Disposable thermometer or electronic thermometer with disposable covers
12. Sink with running water
13. Expendable supplies (refer to <http://www.redcross.org/disaster/masters/supply.html> for recommended inventory):
  - Pocket mask/face shield for CPR
  - Disposable gloves (including latex free gloves for persons with a latex allergy)
  - Soap (plain)
  - Cotton tipped applicators, individually packaged
  - Assorted Band-Aids (1"x3")
  - Gauze squares (2"x2"; 4"x4"), individually packaged
  - Adhesive tape (1" width)
  - Gauze bandage (2" and 4" widths) rolls
  - Ace bandage (2" and 4" widths)
  - Splints (long and short)
  - Cold packs
  - Triangular bandages for sling & Safety pins
  - Tongue blades
  - Disposable facial tissues
  - Paper towels
  - Sanitary napkins
  - One flashlight with spare bulb and batteries
  - Hank's Balanced Salt Solution (HBSS) – Available in the Save-A-Tooth emergency tooth preserving system or 1/3 cup of powdered milk for dental first-aid (for mixing with water to make a liquid solution)
  - Bleach for cleaning contaminated surface



## HOW TO USE THE EMERGENCY GUIDELINES

The last page of this document provides space for important emergency phone numbers in your area. It is important to complete this information, when you receive the document, to have this information ready in an emergency situation.

A colored flow chart format is used to guide you easily through all symptoms and management steps from beginning to end. See the **Key to Shapes and Colors** (pg. 7).

**Emergency Procedures for an Injury or Illness** section (pg. 8) gives a general overview of the recommended steps in an emergency situation and the safeguards that should be taken.

Additional information includes when to call EMS (pg. 10), developing a school wide emergency plan (pg. 11), infection control procedures (pg. 12), and planning for persons with special healthcare needs (pg. 12).

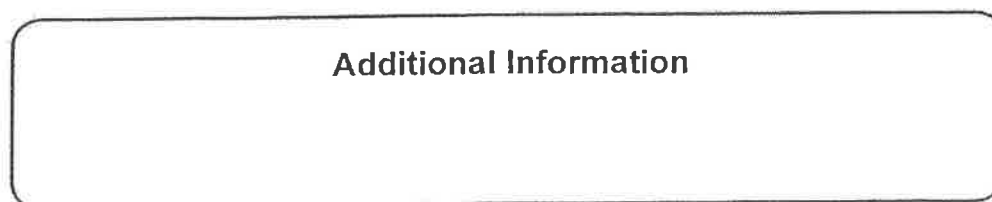
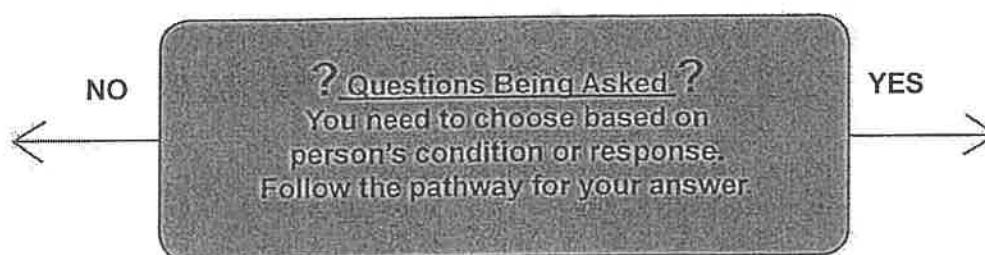
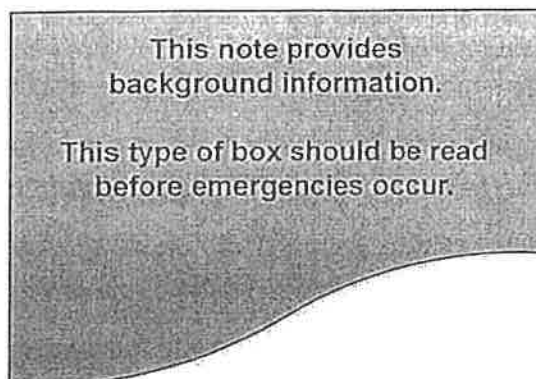
If medical assistance is needed, have someone contact the 9-1-1 system as soon as possible.



## KEY TO SHAPES & COLORS



*Initial Information, questions, actions*



## EMERGENCY PROCEDURES

1. Remain calm and assess the situation. **Be sure the situation is safe** for you to approach. The following dangers will require caution: live electrical wires, gas leaks, chemical exposure, building damage, unstable structures, fire or smoke, traffic, agitated or violent students.
2. A responsible adult should stay at the scene and give help until the person designated to handle emergencies arrives. ***For serious injury or illness, call 9-1-1 without delay.***
3. Notify the responsible school nurse or administrator designated to handle emergencies. Upon arrival this person should take charge of the emergency.
4. Do **NOT** give medications unless there has been prior written approval by the person's parent or legal guardian and doctor. Administer medications according to local school board policy and state or federal laws and regulations.
5. Do **NOT** move a severely injured or ill person unless absolutely necessary for immediate safety. If moving is necessary, protect the neck by keeping it straight to prevent further injury, see the "Neck and Back Pain" guideline (pg. 56).
6. Call Emergency Medical Services (EMS 9-1-1), if appropriate, or arrange for transportation of the ill or injured person, if necessary. Provide EMS personnel with copies of physician/parents' signed record of medical instructions for emergencies (i.e., pupil emergency card).
7. The responsible school nurse, administrator, or a designated employee should notify the parent/legal guardian of the emergency as soon as possible to determine the appropriate course of action.
8. If the parent/legal guardian cannot be reached, notify a parent/legal guardian substitute and call either the physician or the hospital designated on the Emergency Information Card, so they will know to expect the injured or ill person.
9. Each person should have an emergency information record (i.e., student emergency card) on file that provides essential contact information, medical conditions, medications and an emergency care plan if appropriate. Provide a copy of student's emergency information to EMS upon arrival, if authorized by parent/legal guardian.
10. Fill out a report for all injuries and illnesses requiring above procedures if indicated by school policy.





## 9-1-1 GUIDELINES FOR SCHOOLS

### CALL 9-1-1 FOR:

#### Difficulty Breathing Caused by

- Absent or labored breathing (pg. 32)
- Choking (pg. 33)
- Wheezing due to allergic reaction
- Near drowning (pg. 39)
- After bee sting (pg. 17)

#### Loss of Consciousness (pg. 53)

For any reason, including

- After any injury
- With history of diabetes
- After seizure
- Unexplained reason

#### Uncontrolled Bleeding (pg. 24)

#### Head Injury with (pg. 49)

- Severe headache
- Vomiting
- Change in Behavior

#### Possible Poisoning (pg. 59)

IF IN DOUBT - CALL 9-1-1

### Call 911 Immediately

- Verify address
- Answer Questions
- Follow Instructions
- Do Not Hang Up
- Stay Calm
- Provide First Aid until ambulance arrives

These guidelines are not intended to limit good judgment in emergency situations!  
9-1-1 brings medical professionals to the scene of the emergency.

Delays in accessing the 9-1-1 system can cause harm to the injured. Consult your  
local policies on the management of health emergencies.



## **WHEN TO CALL EMERGENCY MEDICAL SERVICES (9-1-1)**

### **Call EMS if:**

- ☒ The person is not breathing.
- ☒ The person is having difficulty breathing, shortness of breath or is choking.
- ☒ The person has no pulse.
- ☒ The person is unconscious, semi-conscious or unusually confused.
- ☒ The person has bleeding that won't stop.
- ☒ The person is coughing up or vomiting blood.
- ☒ The person has chest pain or pressure persisting more than 3-5 minutes, or has chest pain that goes away and comes back.
- ☒ The person has been poisoned or taken an overdose.
- ☒ The person has a seizure for the first time, a seizure that lasts more than 5 minutes, multiple seizures, or has a seizure and is pregnant or diabetic.
- ☒ The person has received anti-seizure medication as allowed under the provisions of Education Code Section 49414.7.
- ☒ The person has injuries to the head, neck or back.
- ☒ The person has sudden, severe pain anywhere in the body.
- ☒ The person has an open wound over a suspected fracture or where bone or muscle is exposed.
- ☒ The person's condition is limb-threatening or other injuries that may leave the person permanently disabled unless he/she receives immediate care; for example: lack of feeling or normal color on injured limb (arm or leg); amputation; severe eye injury or chemical exposure to the eye.
- ☒ Moving the person could cause further injury.
- ☒ The person needs the skills or equipment of paramedics or emergency medical technicians.
- ☒ Distance or traffic conditions would cause a delay in getting the person to the hospital.

If any of the above conditions exist, or if you are not sure, it is best to call EMS (9-1-1).

*Sources: American Red Cross & American College of Emergency Physicians*



## EMERGENCY PHONE NUMBERS

*Complete this page as soon as possible, review annually and update as needed. Copy and post near all phones.*

### EMERGENCY MEDICAL SERVICES (EMS) INFORMATION EMERGENCY PHONE NUMBER 9-1-1

#### **Location(s) of Automated External Defibrillator(s) (AED)**

The AED is located in the gymnasium.

#### **Location of First Aid Supplies**

First Aid Supplies can be found in the Main Office.

### **BE PREPARED TO GIVE THE FOLLOWING INFORMATION & DO NOT HANG UP BEFORE THE OTHER PERSON HANGS UP!**

- Address
- Exact location of injured person (e.g., parking lot C, big oak tree)
- Provide easy directions to make it easier to find you
- School Telephone Number: 1-530-257-2338
  - o Cell phone number, if applicable
- Your name
- School name
- Nature of Emergency

### Other Important Phone Numbers

School Nurse

Responsible School Administrator

Poison Control Center (National)

Suicide Hotline

Fire Department

Police

Hospital or Nearest Emergency Facility

Child Protective Services

Rape Crisis Center

Local Health Department

Other Medical Services Information

(i.e., physicians, urgent care centers, dentists, etc.)

1-530-257-2338

1-800-222-1222

1-800-273-8255

9-1-1

9-1-1

1-530-252-2000

1-530-257-8277

1-530-257-5979

1-530-251-8183



## INFECTION CONTROL

To reduce the spread of infectious diseases (*diseases that can be spread from one person to another*), it is important to follow Universal Precautions when providing care to any ill or injured student, whether or not the person is known to be infectious. Universal precautions are a set of guidelines that assume that all blood and certain other body fluids are potentially infectious.

The following list describes universal precautions:

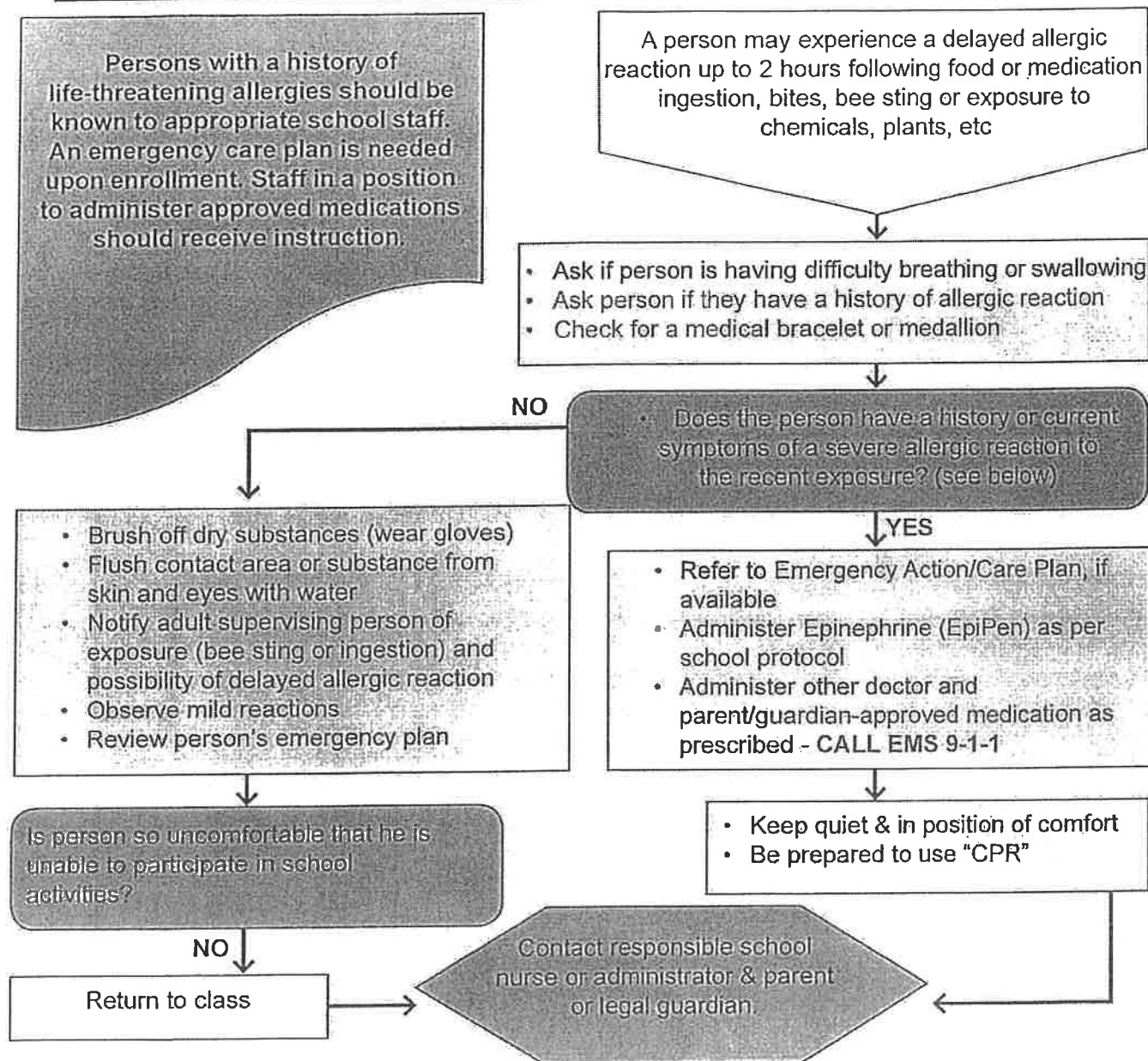
- ☒ Wash hands thoroughly with soap and water for at least 20 seconds. When hands are visibly dirty or visibly soiled with blood or other body fluids (be sure to scrub between fingers, under fingernails, and around the tops and palms of hands). If hands are not visibly soiled you may use an alcohol-based hand rub.  
Wash hands:
  1. Before and after physical contact with any person (*even if gloves have been worn*).
  2. Before and after eating or handling food
  3. After contact with a cleaning agent
  4. After using the restroom
  5. After providing any first-aid
- ☒ Wear disposable gloves when in contact with blood and other body fluids.
- ☒ Wear protective eyewear when body fluids may come in contact with eyes (e.g., squirting blood).
- ☒ Wipe-up any blood or body fluid spills as soon as possible (*wear disposable gloves*). Double-bag the trash in plastic bags, or place in a Ziploc bag and dispose immediately. Clean the area with an approved disinfectant or a bleach solution (one part liquid bleach to 10 parts water).
- ☒ Send all soiled clothing (i.e., clothing with blood, feces or vomit) home with the person in a double-bagged plastic bag.
- ☒ Do not eat, touch your mouth, or touch your eyes while giving any first aid.

### Guidelines:

- Remind students to wash hands thoroughly after coming in contact with any blood or body fluids.
- Remind students to avoid contact with another person's blood or body fluid.



## ALLERGIC REACTION



### Symptoms of a Severe Allergic Reaction after Exposure

Difficulty breathing, wheezing  
Difficulty swallowing, drooling  
Continuous coughing or sneezing  
Tightening of throat or chest  
Swelling of face, neck or tongue  
Confusion or loss of consciousness

Pale, gray, blue or flushed skin/lips  
Poor circulation (See "Seriously Ill/Shock")  
Nausea and/or vomiting  
Weakness, dizziness  
Seizures  
Suddenly appears seriously sick/Generalized rash or hives

### Symptoms Of A Mild Allergic Reaction

Red, watery eyes  
Rash or hives in local area or widely scattered

Itchy, sneezing, runny nose  
Localized swelling, redness

## ASTHMA/WHEEZING/DIFFICULTY BREATHING

Asthma/wheezing attacks may be triggered by many substances/activities. Hypersensitive airways become smaller, causing wheeze, cough, and difficulty breathing. Attacks may be mild, moderate or severe. Refer to emergency care plan.

Persons with a history of breathing difficulties, including asthma or wheezing, should be known to appropriate school staff. Develop a school asthma action plan during enrollment. Keep asthma inhaler and spacer available. Student may carry their own medication. Staff authorized to administer medications should receive instruction.

- Sit person upright in position of comfort
- STAY CALM. Be reassuring
- Ask if person has allergies or medication

- Did breathing difficulty develop rapidly?
- Is the student having difficulty speaking due to shortness of breath?
- Are lips, tongue or nail beds turning blue?
- Change in level of consciousness-confusion?

YES



**CALL EMS 9-1-1**

NO

- If available, check school asthma action plan
- If person has doctor and parent/guardian approved inhaler medication, assist or administer medication as directed
- Observe for 4-5 min and repeat as directed, if not improved
- Encourage person to sit quietly, breathe slowly and deeply in through the nose and out through the mouth

NO

- Are symptoms not improving or getting worse?
- Having difficulty speaking in full sentences?
- Loud wheeze or persistent cough?
- Decreased level of consciousness?

YES



**CALL EMS 9-1-1**

- May give room temperature water to drink
- Person may return to class when recovered

Contact responsible school nurse or administrator & parent or legal guardian.

### Signs of Breathing Difficulty

- Rapid/Shallow breathing
- Not able to speak in full sentences
- Wheezing (high pitched sound)
- Tightness in chest
- Widening of nostrils
- Increased use of stomach and chest muscles
- Excessive coughing
- Appears very anxious





## BEHAVIORAL EMERGENCIES

Refer to your school's policy for addressing behavioral emergencies. Behavioral or psychological emergencies may take many forms (e.g., depression, anxiety/panic, phobias, destructive or assaultive behavior, etc.).

**Intervene only if the situation is safe for you.  
Call for assistance**

Persons with a history of behavioral problems, emotional problems or other special needs should be known to appropriate staff. An emergency care plan should be developed at time of enrollment.

Are there visible injuries? Signs of poisoning or patient has admitted to taking medications or drugs.

YES

See appropriate guideline to provide first aid, if any injury requires immediate care.



**CALL EMS 9-1-1**

NO

- Does person's behavior present an immediate risk of physical harm to self, other persons or property?
- Is person armed with a weapon?

YES

**CALL POLICE 9-1-1**

Ask for a police response.

NO

Communications should be non-threatening. Acknowledge that the person is upset, offer to help, make eye contact, and avoid physical contact. Stay out of reach, and ensure an accessible escape route. DO NOT challenge or argue. Attempt to involve people who the person trusts, and talk about what is wrong. If available, have another adult stand nearby, in a nonthreatening manner, in case student's behavior escalates. Check Emergency Action/Care Plan for more information.

Contact responsible school nurse or administrator and parent or legal guardian.

If needed:  
Suicide Hotline  
(1-800-273-8255)  
[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

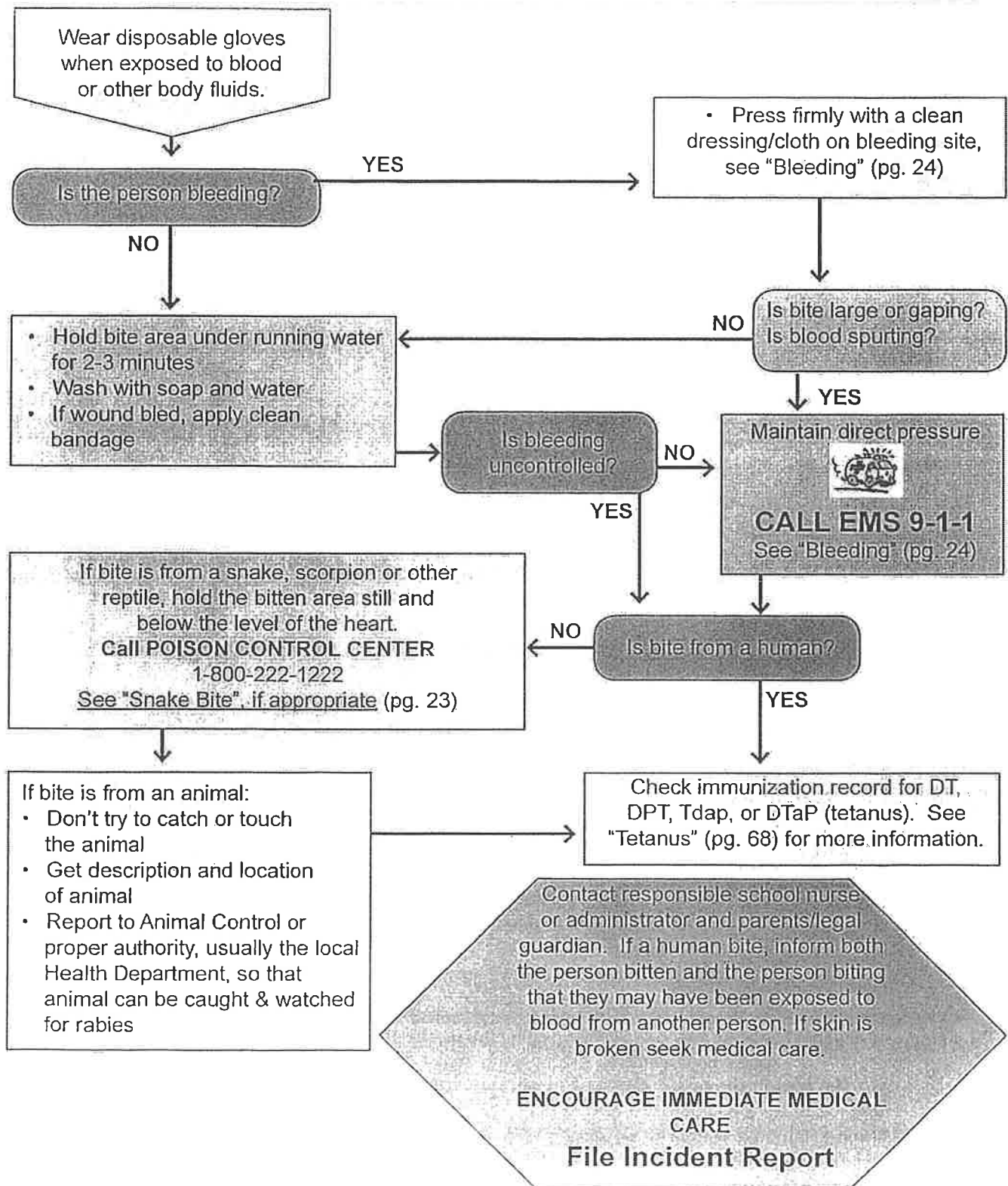
The cause of unusual behavior may be psychological/emotional or physical (e.g., fever, diabetic emergency, poisoning/overdose, alcohol/drug abuse, head injury, etc.).

The person should be seen by a health care provider to determine the cause.

**Suicidal and violent behavior** should be taken seriously. If the person has threatened to harm himself/herself or others, contact the responsible school authority immediately.



## BITES (HUMAN & ANIMAL)





## BITES & STINGS (INSECT)

Also see  
Bites & Stings for:  
Human (pg. 20)  
Marine (pg. 22) &  
Allergic Reaction (pg. 17)

Persons with a history of behavioral problems, emotional problems or other special needs should be known to appropriate staff. An emergency care plan should be developed at time of enrollment.

Did a scorpion sting person?

YES

**Call POISON CONTROL CENTER**  
1-800-222-1222  
Follow directions

Does person have symptoms of:

- Difficulty breathing?
- Swelling of face, tongue or neck?
- Coughing or wheezing that does not stop?
- History of severe allergic reactions?

YES

If known history of anaphylaxis to insect bite or envenomation and symptoms are present, even if mild, administer doctor and parent/guardian approved medication. Use EpiPen if prescribed.

NO

- Move to a safer area to avoid more stings
- Remove stinger as quickly as possible by scraping with edge of fingernail or credit card
- Remove any tight fitting jewelry from affected area
- Wash area with soap and water
- Apply ice or cold pack wrapped in cloth/towel for 10-15 minutes
- Observe for at least 20 minutes or
- Call EMS 9-1-1 if person's symptoms worsen



**CALL 9-1-1**

- Keep person quiet
- See "Allergic Reaction" (pg. 17)
- Position of Comfort
- Be prepared to perform "CPR"

- Any signs of allergic reaction?
- Is bite thought to be poisonous?
- If an old bite, is it reddened, weeping, ulcerated or sore?

YES

Contact responsible  
school nurse or  
administrator &  
parent/legal guardian

NO

Return to class, ensure adult supervisor aware of bite and possible delayed allergic reaction.

- Allergic reactions may be delayed up to two (2) hours
- See "Allergic Reaction" for sign and symptoms (pg. 17)

## BITES & STINGS (SNAKE)

Treat all snakebites as poisonous unless snake is positively identified as harmless.

- DO NOT cut wound
- DO NOT apply tourniquet
- DO NOT apply ice

### ALL SNAKE BITES

- Need medical evaluation.
- Do not try to capture or kill snake.
- Take picture, if possible, of snake.
- If snake is dead send with victim to hospital.

- Immobilize the bitten extremity at or below the level of the heart
- If at school, make person sit or lie down, keep at complete rest, avoid activity (walking)
- Keep victim warm and calm
- Remove any restrictive clothing, rings, and watches

- Is snake known as poisonous?
- Is person not breathing? See CPR (pg. 29)

YES

  
**CALL EMS 9-1-1**

NO or UNKNOWN

- Wash with soap and water
  - Cover with clean compress
  - Monitor pulse, color and respirations; prepare to perform CPR if needed
- If greater than 30 minutes from emergency department:**
- Apply a tight bandage around the entire extremity where the bite occurred. Do not cut off blood flow
  - Parents may transport for medical evaluation if condition is not life threatening
  - If capable and off-road, walk slowly to road or trailhead and then take to emergency department

Contact responsible school nurse or administrator & parent or legal guardian.

**ENCOURAGE MEDICAL CARE**

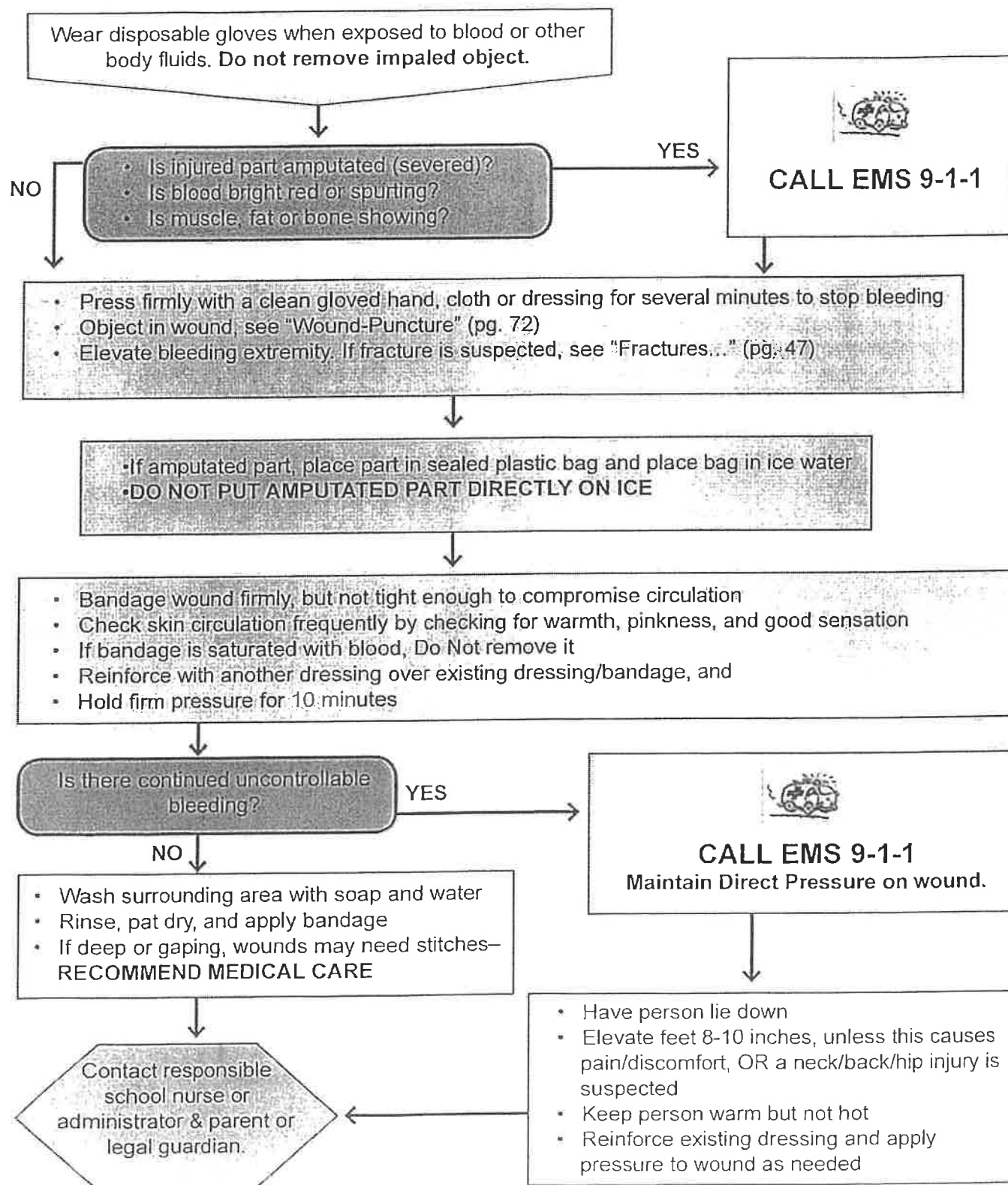
### Signs & Symptoms of Poisonous Bite:

- Fang marks or mark
- Swelling, discoloration or pain at site
- Rapid pulse, weakness, sweating, fever
- Shortness of breath
- Burning, numbness or tingling sensation
- Blurred vision, dizziness, fainting
- Nausea & vomiting

Severe:

- Swelling of tongue or throat
- Rapid swelling and numbness
- Severe pain
- Shock
- Pinpoint pupils
- Twitching, seizures
- Paralysis and unconsciousness
- Loss of muscle coordination

## BLEEDING



## BLEEDING

Wear disposable gloves when exposed to blood and other body fluids.

- Wash area with soap and water
- **DO NOT BREAK BLISTER**
- If ruptured blister, clean and cover with "2nd skin bandage," plain athletic tape, or "mole skin" type bandage
- If intact blister, apply dressing and avoid further friction (different shoes, if possible)
- If red, sensitive but no blisters, apply tape directly over area
- Apply bandage, tape or dressing to prevent further rubbing

If infection is suspected,  
contact responsible school  
nurse or administrator &  
parent or legal guardian.

Blisters heal best when kept clean and dry with  
avoidance of further friction at blister site.



## BRUISES

A bruise is bleeding under the skin. Bleeding is usually self-limited by pressure of surrounding tissues. Initially red, later turning dark colors like purple. An old bruise later may turn yellow then green. Painful, large bruises or marked swelling areas may indicate more severe damage of muscle, bone, or internal tissues that need medical care.

If a child comes to school with unexplained, unusual or frequent bruising, consider the possibility of child abuse.

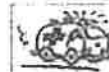
See  
"Child Abuse" (pg. 35)

Is there rapid swelling?  
Is person in great pain?

YES

Consider other potential injuries and see appropriate guide.  
Contact responsible school authority & parent or legal guardian.

**ENCOURAGE IMMEDIATE  
MEDICAL CARE OR**



**CALL EMS 9-1-1**

**If skin is broken:**  
Treat as a cut.  
See "Wounds" (pg. 71)  
**If fracture suspected,**  
See "Fractures..." (pg. 47)

- Rest injured part
- Apply cold compress or ice bag covered with a cloth or towel, to injured part (not more than 20 min)

If it is too uncomfortable to return to normal activities, contact responsible school nurse or administrator & parent or legal guardian.

## BURNS

Always make sure that the situation is safe for you  
before helping the person.  
Burns may be associated with other injuries,  
see appropriate topic.

- Remove from source of burn
- Maintain airway and breathing, see "CPR" if needed (pg. 32)

Are any of these findings present?

- Confused or unconsciousness?
- Difficulty breathing?
- Soot around mouth or nose?
- Burn on face or eye?
- Burn is deep or includes a large area, or multiple parts of the body?
- Burned skin is white, brown, black or charred?
- Burn is from an explosion?

YES

  
**CALL EMS 9-1-1**

ELECTRICAL

CHEMICAL OR HEAT  
(THERMAL)

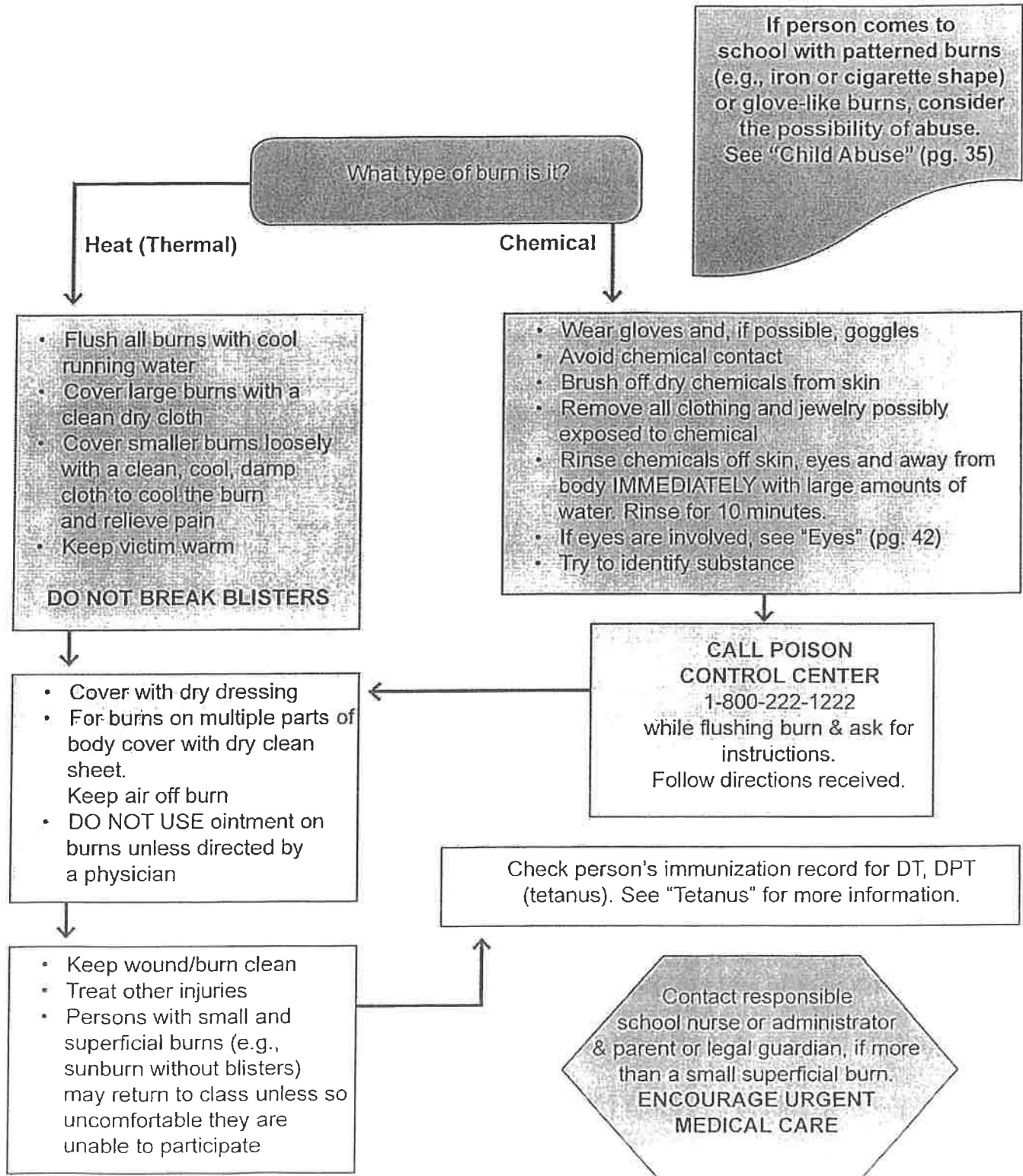
What type of burn is it?

- Turn off electrical power
- Check for breathing and other injuries
- Cover with a dry, preferably sterile, clean dressing
- Maintain normal body temperature
- Electric shock that leaves a visible burn requires medical attention
- See "Electric Shock"

See "Burns  
Thermal and Chemical"  
(pg. 28)



## BURNS (CONT.)



## AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

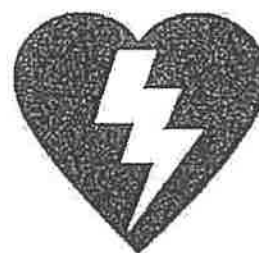
### CHECK WHICH APPLIES:

☐ NO AED AVAILABLE AT THIS SCHOOL.

☒ My School's AED is located at:

Gymnasium

**AED**  
Automated External Defibrillator



Persons must be trained to use an AED. After receiving training on how to use the AED, remember to:

- Check for unresponsiveness
- Call 9-1-1 and retrieve the AED
- Check for unresponsiveness or gasping breathing
- If unresponsive or breathing only gasping begin chest compressions
- Turn on AED and follow directions
- Attach AED electrode pads, analyze rhythm
- When the AED recommends the patient needs to be shocked, make sure no one is touching the person and press the "Shock" button
- Follow instructions from AED unit
- If instructed to do so by AED, resume CPR for 2 minutes and follow instructions from AED device
- If no signs of circulation, resume CPR





## LAY PERSON CPR

**CHECK FOR UNRESPONSIVENESS**  
(Call out, rub arms/chest).  
If responsive, no CPR needed.

Additional written directions  
and pictures on next page  
(pg. 32).



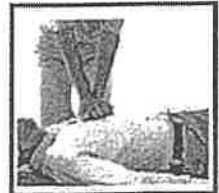
Infant CPR

If unresponsive, call 9-1-1.  
If anyone else available, have them call  
for help and an AED.



Child CPR

- **BEGIN CHEST COMPRESSIONS AT A RATE OF 100/MIN; deliver 30 compressions**
- Infants: use 2 fingers in middle of breast bone and compress  $\frac{1}{2}$ " - 1" inch
- Small children: use heel of hand, compress  $1\frac{1}{2}$ " - 2"
- Adults: use both hands – one on top of other in middle of breast bone and compress at least 2" – allow for full recoil of chest



Adult CPR

If Breathing →

Place on left side and  
protect airway



**CALL 9-1-1**

See "Loss of  
Consciousness" and  
provide first aid as  
needed (pg. 53).

- If trained - Give 2 rescue breaths
- Tilt head back and open jaw
  - Cover mouth with your mouth
  - Give breaths until chest rises
  - Continue with 30 compressions and 2 breaths



Head Tilt

- If untrained – continue "Hands only"
- Continue breathing and chest compressions as needed
  - **REASSESS EVERY 2 MINUTES** for responsiveness; if unresponsive, continue CPR
  - If patient starts breathing, place on left side and protect airway

## LAY PERSON CPR (CON'T) FOR CHILDREN ONE YEAR OLD TO ADULT

**CPR is to be used when** a child or adult is unresponsive or when breathing or heart beat stops.

1. Tap or gently shake the shoulder. Shout "Are you OK?" If that person is unresponsive, shout for help and send someone to call **EMS 9-1-1**.
2. Turn the person onto his/her back as a unit by supporting the head and neck. If head or neck injury is suspected, **DO NOT BEND OR TURN NECK**.
3. Lift chin up and out with one hand while pushing down on the forehead with the other to open the **AIRWAY**. If head or neck injury suspected, hold head still and move jaw forward to open airway.
4. Check for normal breathing by observation of chest, if there is no breathing or the patient is making gasping breaths then begin chest compressions at a rate of 100 per minute. Compress 30 times before beginning rescue breaths.
5. If child is not breathing, seal your lips tightly around his/her mouth; pinch nose shut. While keeping the airway open, give 2 slow breaths (1 to 1½ seconds per breath) until chest rises.



### IF AIR GOES IN: (Chest rises with rescue breath)

6. Place heel of one hand on the lower half of breastbone. Do NOT place your hand over the very bottom of the breastbone.
7. Compress chest 30 times with heel of one hand (at least 2 inches). Lift fingers to avoid pressure on ribs.



8. Give 2 slow breaths until chest rises.



9. REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSIONS PER MINUTE UNTIL PERSON SHOWS SIGNS OF BREATHING EFFECTIVELY ON OWN, SHOWS OTHER SIGNS OF CIRCULATION, OR HELP ARRIVES.

### IF AIR WON'T GO IN: (Chest does NOT rise with rescue breath)

6. Re-tilt head back (Steps 3-5). Try to give 2 breaths again.

### IF AIR GOES IN, FOLLOW LEFT COLUMN. IF AIR STILL WON'T GO IN:

7. Find hand position near center of breastbone. Do NOT place your hand over the very bottom of the breastbone.
8. Compress chest 30 times with the heel of 1 hand (at least 2 inches). Lift fingers to avoid pressure on ribs.
9. Lift jaw and tongue and look in mouth. If foreign object is seen, sweep it out with finger. If object is not seen, Do Not Sweep With Finger Blindly.
10. REPEAT STEPS 6-9 UNTIL BREATHS GO IN, CHILD STARTS TO BREATHE EFFECTIVELY ON OWN, SHOWS OTHER SIGNS OF CIRCULATION OR HELP ARRIVES.



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2. Text based on Community First Aid & Safety, 2002 American Red Cross  
3. 2010 American Heart Association Guidelines for CPR


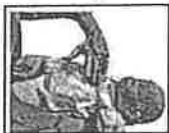



## CHOKING FOR CONSCIOUS VICTIMS

Call 9-1-1 or activate EMS after starting rescue efforts.

### INFANTS UNDER ONE YEAR OF AGE


Begin the following if the infant is choking and is unable to breathe. However, if the infant is coughing or crying, DO NOT do any of the following, but call EMS 9-1-1, try to calm the child and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1 below.

1. Position the infant, with head slightly lower than chest, face down on your arm and support the head (support jaw; do NOT compress throat). 
2. Give up to 5 back blows with the heel of the hand between infant's shoulder blades.
3. If object is not coughed up, position infant face up on your forearm with head slightly lower than rest of body. 
4. With 2 or 3 fingers, give up to 5 chest thrusts near center of breastbone, about one finger width below the nipple line.
5. Open mouth and look. If foreign object is seen sweep it out with finger. 
6. Tilt head back and lift chin up and out to open the airway. Try to give 2 breaths.
7. Repeat steps 1-6 until object is coughed up, infant starts to breathe or infant becomes unconscious.

IF INFANT BECOMES UNCONSCIOUS, LAY ON BACK AND GO TO PAGE 32, RIGHT COLUMN, STEP 6 OF CPR INSTRUCTIONS USING 2 FINGERS IN MIDDLE OF BREAST BONE FOR COMPRESSIONS.

### CHILDREN OVER ONE YEAR OF AGE & ADULTS

Begin the following if the child/adult is choking and is unable to breathe. However, if the child/adult is coughing or crying, DO NOT do any of the following, but call EMS 9-1-1, try to calm the child/adult and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1.

1. Stand or kneel behind person and place your arms under the armpits to encircle the chest.
2. Place thumb side of fist against middle of abdomen just above the navel. DO NOT place your hand over the very bottom of the breastbone. Grasp fist with other hand. Press with quick backward and upward thrusts. 
3. Give up to 5 quick inward and upward thrusts.
4. Repeat steps 1-2 until object is coughed up, or person starts to breathe or becomes unconscious.

IF PERSON BECOMES UNCONSCIOUS, LAY ON BACK AND GO TO PAGE 32, RIGHT COLUMN, STEP 6 OF CPR INSTRUCTIONS.

### FOR OBESE OR PREGNANT PERSON

Stand behind person and place your arms under the armpits to encircle the chest. Place thumb side of fist against lower half of breastbone and thrust backwards.



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2. Text based on Community First Aid & Safety, 2002, American Red Cross

## CHEST PAIN (POSSIBLE HEART ATTACK)

Chest pain can be caused by:

- Injury
- Esophageal spasm
- Lung inflammation
- Pneumonia
- Gastric disturbance
- Anxiety/Stress
- Heart conditions

Cardiovascular disease and heart attacks are rare among children under 18 years of age. However, some children have a history of heart problems. Check emergency medical information.

The risk of heart attack increases steadily over 40 years of age.

- Any loss of consciousness or confusion?
- Does person look seriously ill?
- Has heart attack symptom(s)? (see below)
- Has significant chest pain stopped and returned?

YES



**CALL EMS 9-1-1**

Even if person objects.  
Do not transport by private car.

NO

- Ask person if this has occurred before and what made it better
- Place in position of comfort, usually reclining, and keep quiet
- Loosen tight clothing

- If unconscious, see "Loss of Consciousness" (pg. 53)
- If breathing stops, see "CPR" (pg. 32)
- Place in position of comfort
- Keep calm, don't panic, reassure person
- **DO NOT GIVE MEDICATIONS UNLESS AUTHORIZED**

Contact responsible school nurse or administrator & parent/legal guardian.

### Signs & Symptoms Of A Heart Attack

- Chest pain described as constant heavy pressure, vise like, or pain in the middle or upper chest. The discomfort may travel across the chest to arm, neck or jaw and also include:
  - Left arm/shoulder pain
  - Jaw/neck pain
  - Sudden unexplained weakness or dizziness with or without nausea
  - Sweaty, clammy, pale, ashen or bluish skin
  - Shortness of breath or breathing is abnormal



## CHILD ABUSE & NEGLECT

If child has visible injuries,  
refer to the appropriate  
guideline to provide first aid.  
Call EMS 9-1-1 if any injuries require  
immediate medical care.

Child abuse is a complicated issue with many potential signs. Anyone in a position to care for children should be trained in recognition of child abuse/neglect. Mandated reporters should receive required annual training.

Teachers and other professional school staff are required to report suspected abuse and neglect to the Child Protective Services Agency. Refer to your own school's policy for additional guidance on reporting.  
Child Protective Services # \_\_\_\_\_

**Abuse may be physical, sexual or emotional in nature.**

**This is *NOT* a complete list:**

- Depression, hostility, low self-esteem, poor self-image
- Evidence of repeated injuries or unusual injuries
- Lack of explanation or unlikely explanation for an injury
- Pattern bruises or marks (e.g., burns in the shape of a cigarette or iron, bruises or welts in the shape of a hand)
- "Glove-like" or "sock-like" burns on hands or feet
- Unusual knowledge of sex, inappropriate touching or engaging in sexual play with other children
- Poor hygiene, underfed appearance
- Severe injury or illness without medical care

**If a child reveals abuse to you:**

- Stay calm
- Take the child seriously
- Tell the child that he/she did the right thing by telling you
- Do not make promises that you cannot keep
- Respect the sensitive nature of the child's situation. Remember each case is individual and use your best judgment to act in the best interest of the child
- Follow appropriate reporting procedures
- See Department of Social Services, Publication 132 "The California Child Abuse & Neglect Reporting Law - Issues and Answers for Mandated Reporters," at <http://www.dss.cahwnet.gov/pdf/PUB132.pdf>



## COMMUNICABLE DISEASES

For more information on protecting yourself from upper respiratory infections listed under the "Emergency Procedures" tab, see "Infection Control" (pg. 16).

*A communicable disease is a disease that can be spread from one person to another. Germs cause communicable diseases (bacteria, virus, fungus, parasites).*

### Does the person have SIGNS OF LIFE-THREATENING ILLNESS:

- Difficulty breathing or swallowing, rapid breathing?
- Severe coughing, noisy breathing?
- Fever over 100.0 degrees F in combination with lethargy, extreme sleepiness, abnormal behavior

YES



**CALL EMS 9-1-1.**

NO

### Does the person have? SIGNS OF PROBABLE ILLNESS or INFECTION:

- Redness, swelling, drainage of eye?
- Unusual spots/rash with fever or itching?
- Crusty, bright yellow, swollen, tender, red or open draining skin sores?
- Diarrhea (more than two loose stools a day)?
- Vomiting?
- Yellow skin or yellow "white of eye"?
- Fever greater than 100.0 degrees F?
- Extreme tiredness or lethargy?
- Unusual behavior?

YES

Remove student from the classroom, contact responsible school nurse or administrator and parent or legal guardian.  
**ENCOURAGE MEDICAL CARE**

Monitor child for worsening of symptoms and contact parent/legal guardian.

#### Additional signs & symptoms:

Fussiness	Runny nose	Mild cough
Headache	Itchy scalp	Stomach ache
Sore throat	Ear ache	

In general, there will be little that you can do for a person in school who has an infection; however, limit the exposure and spread of disease to others by encouraging student(s) to cover mouth and nose when coughing or sneezing; use a tissue and encourage hand washing or use of alcohol based hand gel. Refer to your school's exclusion policy for illness.

**Common diseases include:** *Chicken pox, head lice, pink eye, strep throat and influenza (flu).*



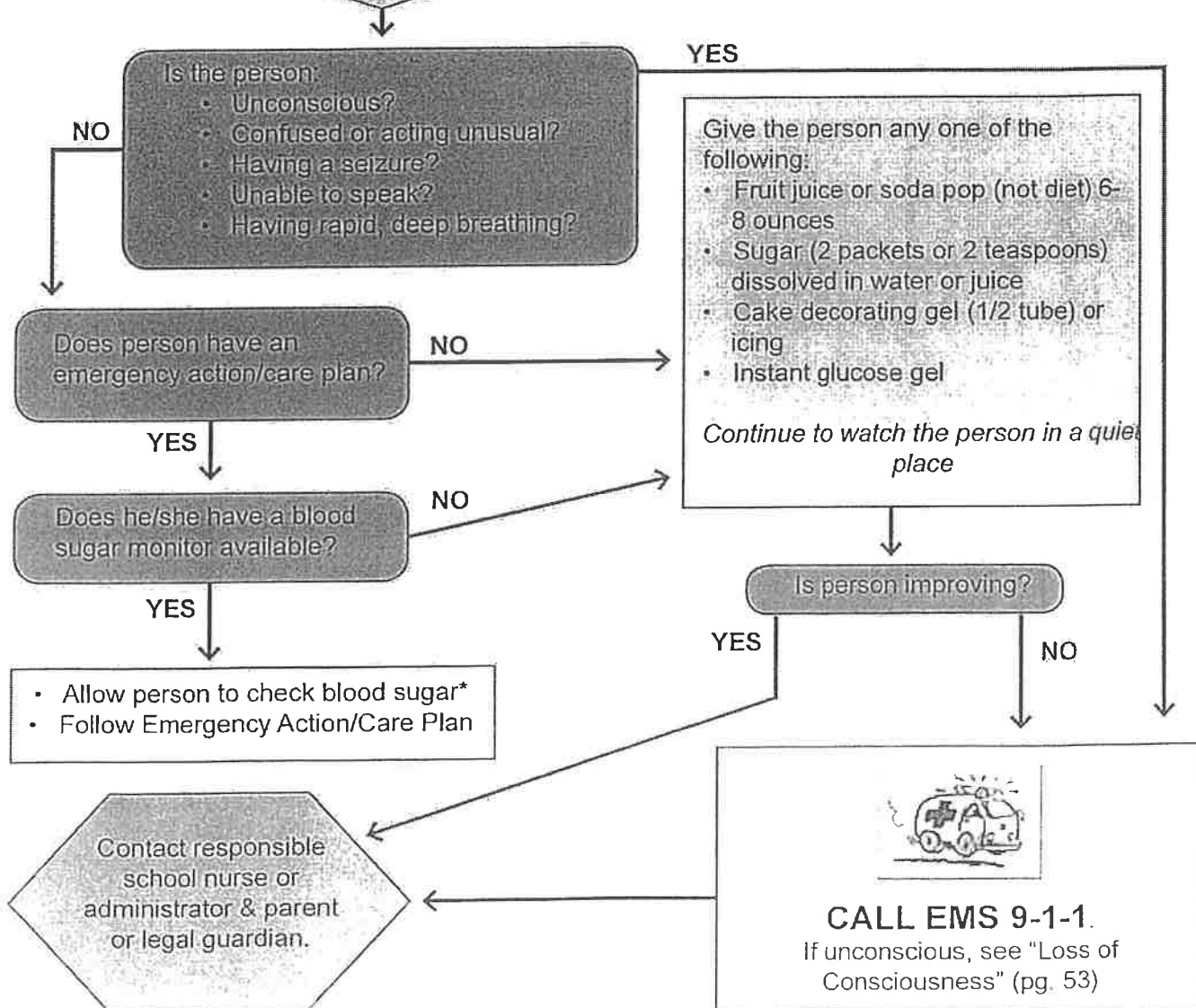


## DIABETES

A person having a diabetic reaction could have the following signs & symptoms:

- Irritability and upset
- Sweating and feeling "shaky"
- Change in behavior
- Unconsciousness
- Rapid, deep breathing
- Seizure
- Fruity or sweet breath
- Rapid pulse
- Cramping
- Dizziness
- Listlessness
- Pallor
- Confusion

A person with diabetes should be known to appropriate school staff. A history should be obtained and an emergency care plan should be developed at time of enrollment.



## DIARRHEA

Wear disposable gloves when exposed to blood or other body fluids. A person may come to the office because of repeated diarrhea, or after an "accident" in the bathroom.

- Check temperature
- Allow the person to rest if experiencing any stomach pain
- Give the person small amounts of fluid (water, sport drink, etc.) to drink to prevent dehydration; avoid sodas
- Juice or sports drink mixed 50/50 with water

Contact responsible school nurse or administrator & parent or legal guardian and urge medical care if:

- Has three or more episodes of diarrhea
- The person has a fever, over 100.0 degrees F, see "Fever" (pg. 45)
- Blood is present in the stool
- The person is dizzy and pale
- The person has severe stomach pain

If the person's clothing is soiled:

- Maintain privacy, offer change of clothing or a blanket to wrap up in
- Wear disposable gloves
- Double-bag the clothing to be sent home

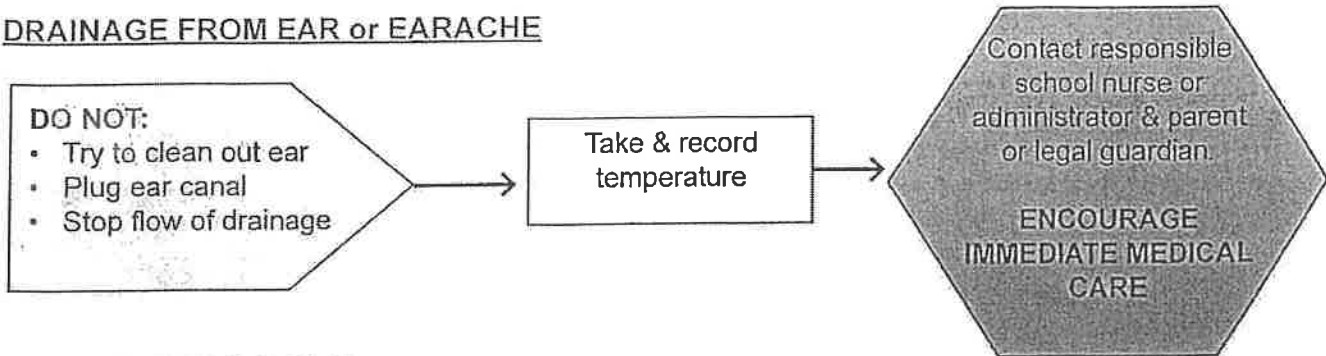
Wash hands  
thoroughly



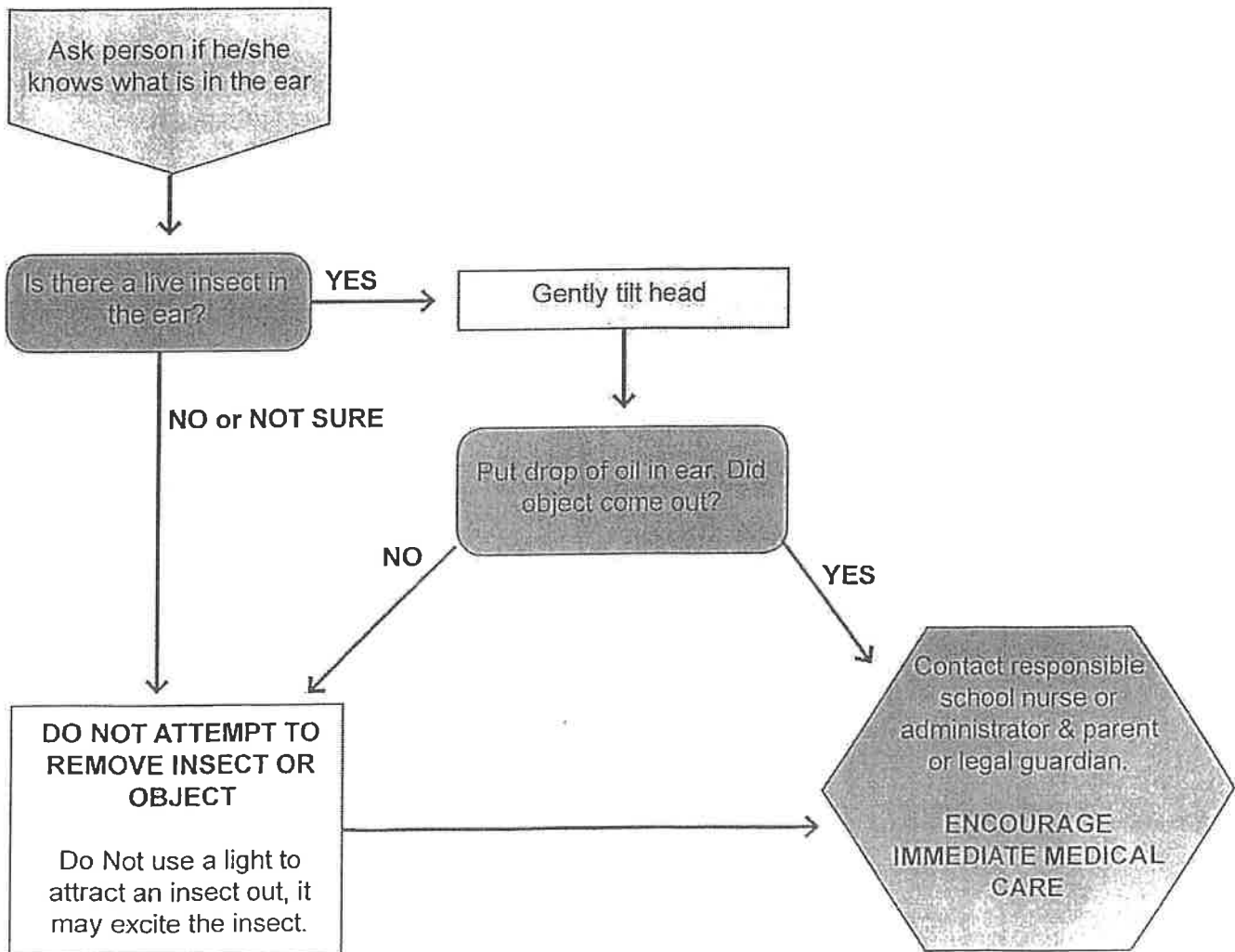


## EARS

### DRAINAGE FROM EAR or EARACHE



### OBJECT IN EAR CANAL



## ELECTRICAL INJURY

- Injury from any electric source other than household, **Call 9-1-1**
- If exposed power source, **TURN OFF POWER SOURCE**, if possible
- **DO NOT TOUCH PERSON UNTIL POWER SOURCE IS SHUT OFF**
- Once power is off and situation is safe, approach the person and ask, "Are you okay?"
- Any electrical shock with injury needs medical evaluation

If patient is unresponsive and no one else is available to call EMS, call EMS yourself then begin CPR.

Did person lose consciousness or become unresponsive?

YES

If unresponsive or has only gasping breathing, begin CPR; see "CPR" (pg. 32)

NO

If a person has signs of an electrical burn, it may be subtle:

- Check for other injuries
- Apply clean, dry dressing
- **DO NOT** use ointments
- Protect from hot and cold
- All electrical burns need medical attention. Electrical current can travel through the underlying tissues and cause unseen injury

Contact responsible school nurse or administrator & parent or legal guardian.

**ENCOURAGE IMMEDIATE MEDICAL CARE**



Send someone to **CALL EMS 9-1-1**

Contact responsible school nurse or administrator & parent or legal guardian.



## EYES (INJURY)

Keep person comfortable with head and chest in sitting position or elevated and quiet.

With any eye problem, ask if the person wears contact lenses. Have person remove contacts before giving any first-aid to eye.

- Is injury severe?
- Is there a change in vision?
- Has object penetrated eye or eye socket?

NO

Contact responsible school nurse or administrator & parent or legal guardian.

**ENCOURAGE IMMEDIATE MEDICAL CARE**

YES



**CALL EMS 9-1-1**

If an object has penetrated the eye or eye socket,  
**DO NOT REMOVE OBJECT.**  
A large object should be supported with dressings to minimize movement.

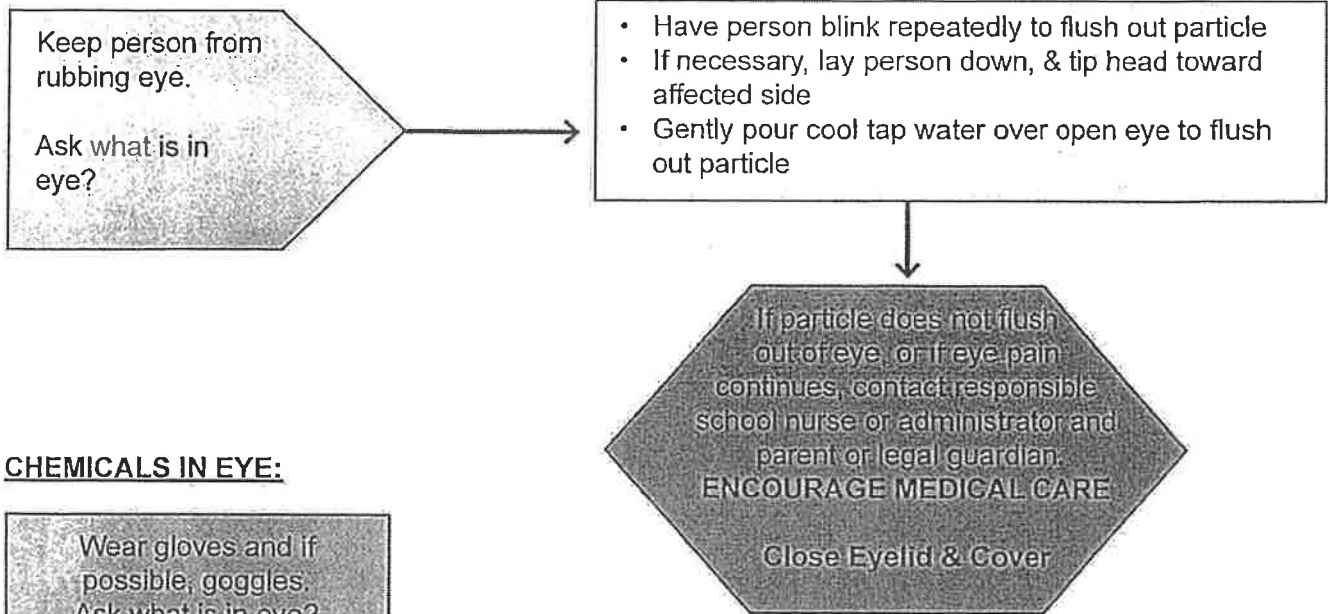
Keep person from rubbing eye, or moving object.  
**DO NOT TOUCH THE EYE**  
OR  
**PUT ANY PRESSURE ON THE EYE OR THE OBJECT**

Contact responsible school nurse or administrator & parent or legal guardian.

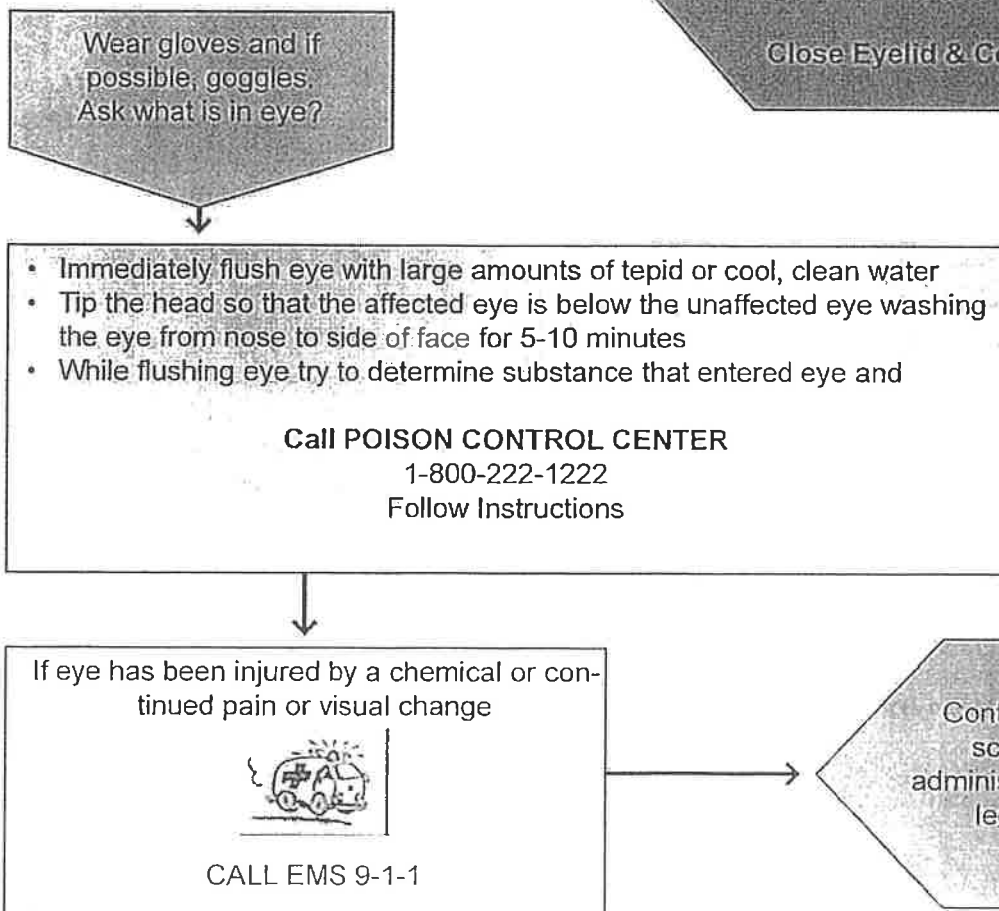
EYES CONTINUED ON  
NEXT PAGE (pg. 43)

## EYES (CONT.)

### PARTICLE IN EYE:



### CHEMICALS IN EYE:



## FAINTING

If you observe, or the person complains of any of the following signs or symptoms of fainting, have the person lie down to prevent injury from falling:

- Extreme weakness or fatigue
- Dizziness or light-headedness
- Extreme sleepiness
- Pale, sweaty skin
- Nausea

Fainting may have many causes including: injuries, blood loss, poisoning, severe allergy, diabetic reaction, heat exhaustion, hypoglycemia, illness, fatigue, stress, not eating, standing still for too long, etc. Most persons who faint will recover quickly when lying down. If person does not regain consciousness within 1 minute, see "Loss of Consciousness" (pg. 53) and CALL 9-1-1.

Is fainting due to a forceful injury?

YES

NO

Did person injure self when he/she fainted/fell?

YES or NOT SURE

NO

- Keep person in flat position lying on back
- Elevate feet above level of heart
- Loosen clothing around neck and waist

- Keep airway clear and monitor breathing
- Keep person warm, but not hot
- Control bleeding if needed, see "Bleeding" (pg. 24)
- Give nothing to eat or drink
- Check for a medical alert tag or bracelet

If person feels better, and there is no danger of neck injury, he/she may be moved to a quiet, private area.

NO

Are symptoms (dizziness, light-headedness, weakness, fatigue, etc.) still present?

YES

Contact responsible school nurse or administrator & parent/legal guardian.

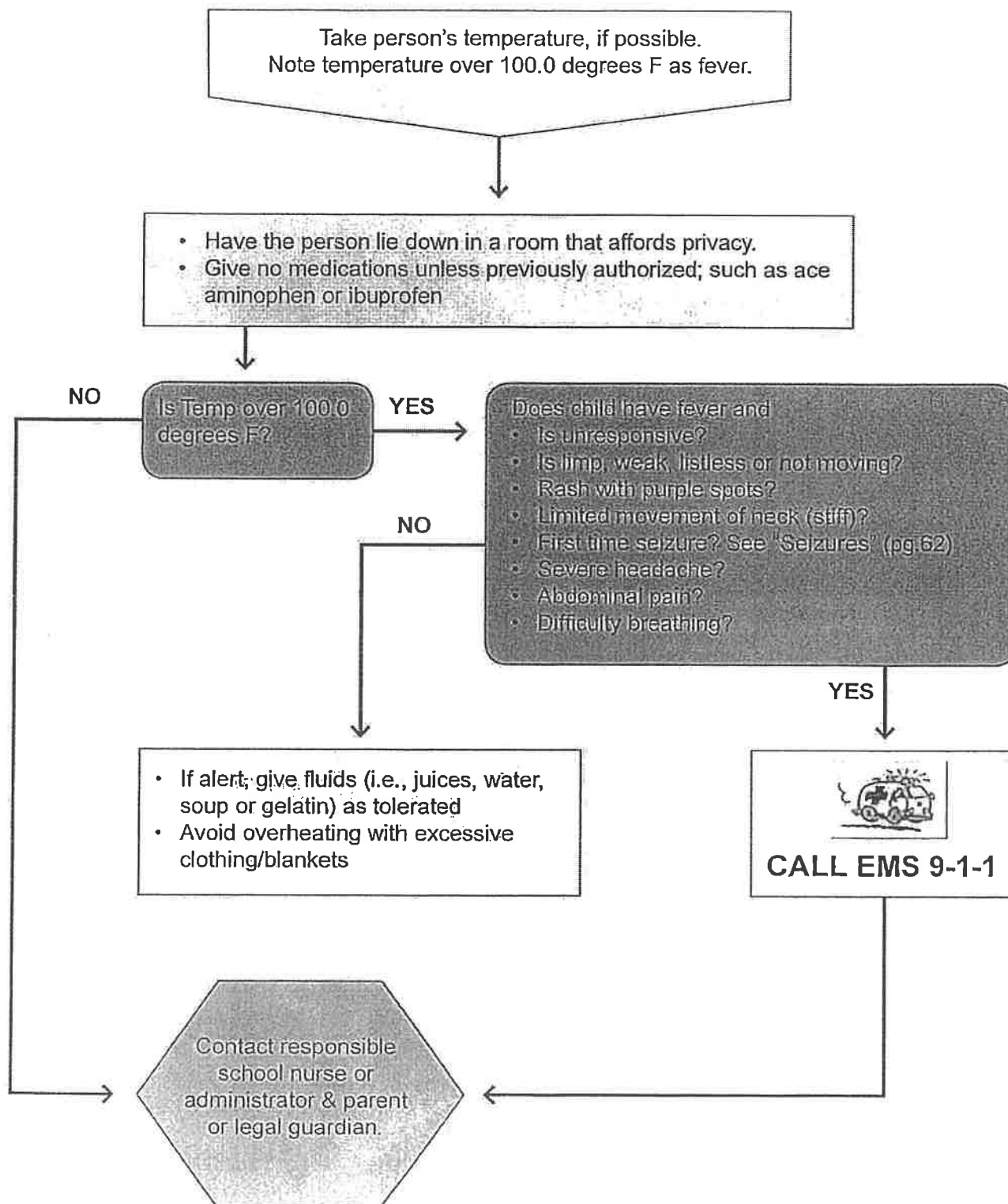
Keep person lying down. Contact responsible school nurse or administrator & parent or legal guardian.  
**ENCOURAGE IMMEDIATE MEDICAL CARE**

**CALL EMS 9-1-1**  
See "Loss of Consciousness" (pg. 53).

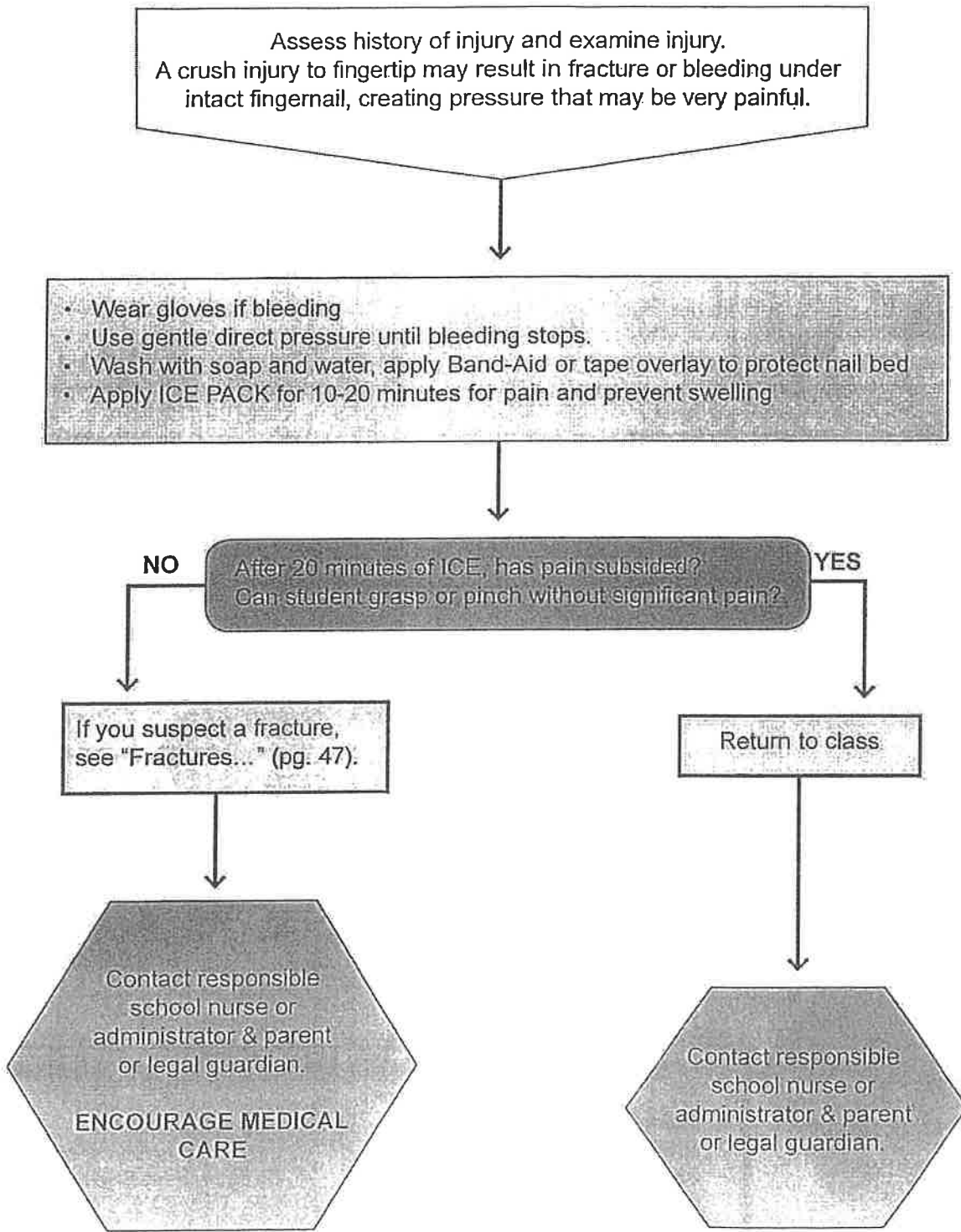
See appropriate guideline. If head or neck injury suspected. Treat as possible neck injury. See "Neck & Back Pain" (pg. 56)

**DO NOT MOVE PERSON**

## FEVER & NOT FEELING WELL



## FINGERNAIL/TOENAIL INJURY





## FRACTURES, DISLOCATIONS, SPRAINS OR STRAINS

Treat all injured parts as if they  
Could be fractured (See Signs &  
Symptoms at bottom of page)



**CALL EMS 9-1-1**

- Is bone or joint deformed or bent in an unusual way?
- Is skin broken over possible fracture?
- Is bone sticking through skin?
- Is skin of the injured extremity pale/cool when compared with opposite extremity?

YES

**If bleeding, wear gloves and apply direct pressure to bleeding site.**

- Control Bleeding, see "Bleeding" (pg. 24)
- Leave in position of comfort
- Cover broken skin with clean bandage
- Do NOT move or attempt to straighten injured part
- Splint
- Give nothing to eat or drink
- See "Seriously Ill/Shock" if needed (pg. 63)

NO

- Avoid movement of injured part
- Do not allow person to put weight on it or use it
- Splint with towel, cardboard, or sling
- Gently support and elevate injured part and adjacent joint, with pillow or folded towel, if possible
- Apply ice/cold (no more than 20 min/hr.), covered with cloth or paper towel

After a period of rest, recheck the injury.

- Is the pain gone?
- Can person move or put weight on injured part without discomfort?
- Is numbness/tingling gone?
- Has normal sensation returned to injured area?
- Is coloration, circulation normal?

YES

**If discomfort is gone, allow person to return to class.**

NO

Contact responsible  
school nurse or  
administrator & parent  
or legal guardian.

**ENCOURAGE  
MEDICAL CARE**

### Signs & Symptoms of Fracture, Dislocation, Sprains or Strains

- Pain and/or swelling in one area
- Large bruise/discoloration
- Sounds/feels like bones moving rubbing
- Bent or deformed bone/extremity
- Cold and numb
- Loss of sensation or movement
- Disfigurement at joint



## FROSTBITE

Exposure to cold even for short periods of time may cause "Hypothermia" (a low temperature) in children, see "Hypothermia" (pg. 52). The nose, ears, chin, cheeks, fingers and toes are parts most often affected by frostbite.

### Frostbitten skin may:

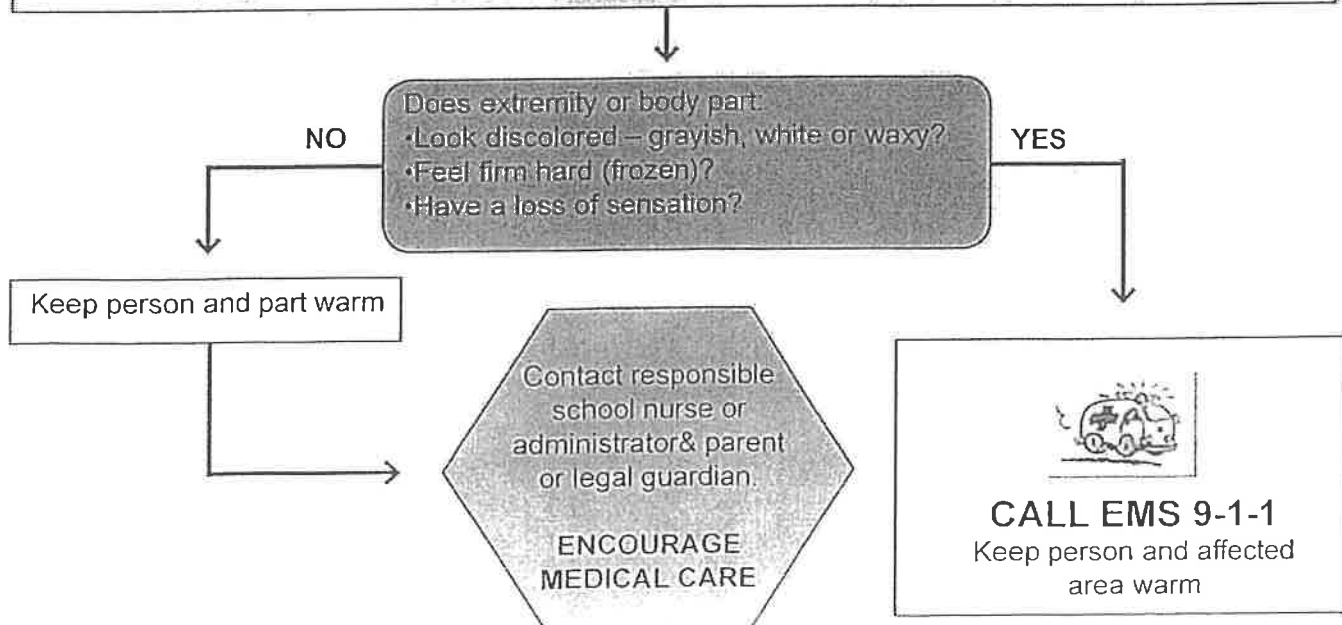
- Look discolored, grayish-yellow, pale, or white)
- Feel cold to touch
- Feel numb to the person

### Deeply frostbitten skin may:

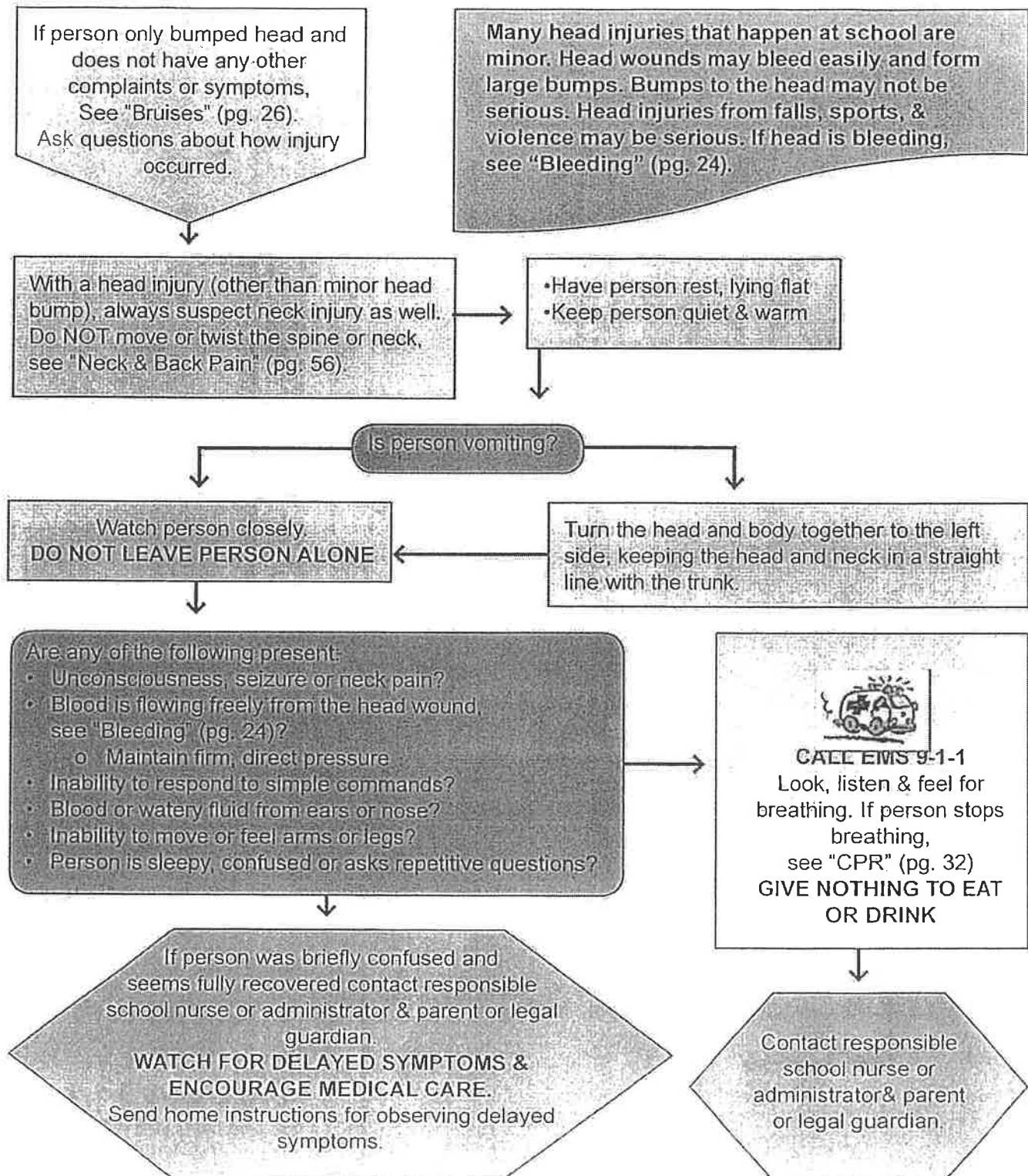
- Look white or waxy
- Feel firm-hard (frozen)

Frostbite can result in the same type of tissue damage as a burn. It is a serious condition and requires medical attention.

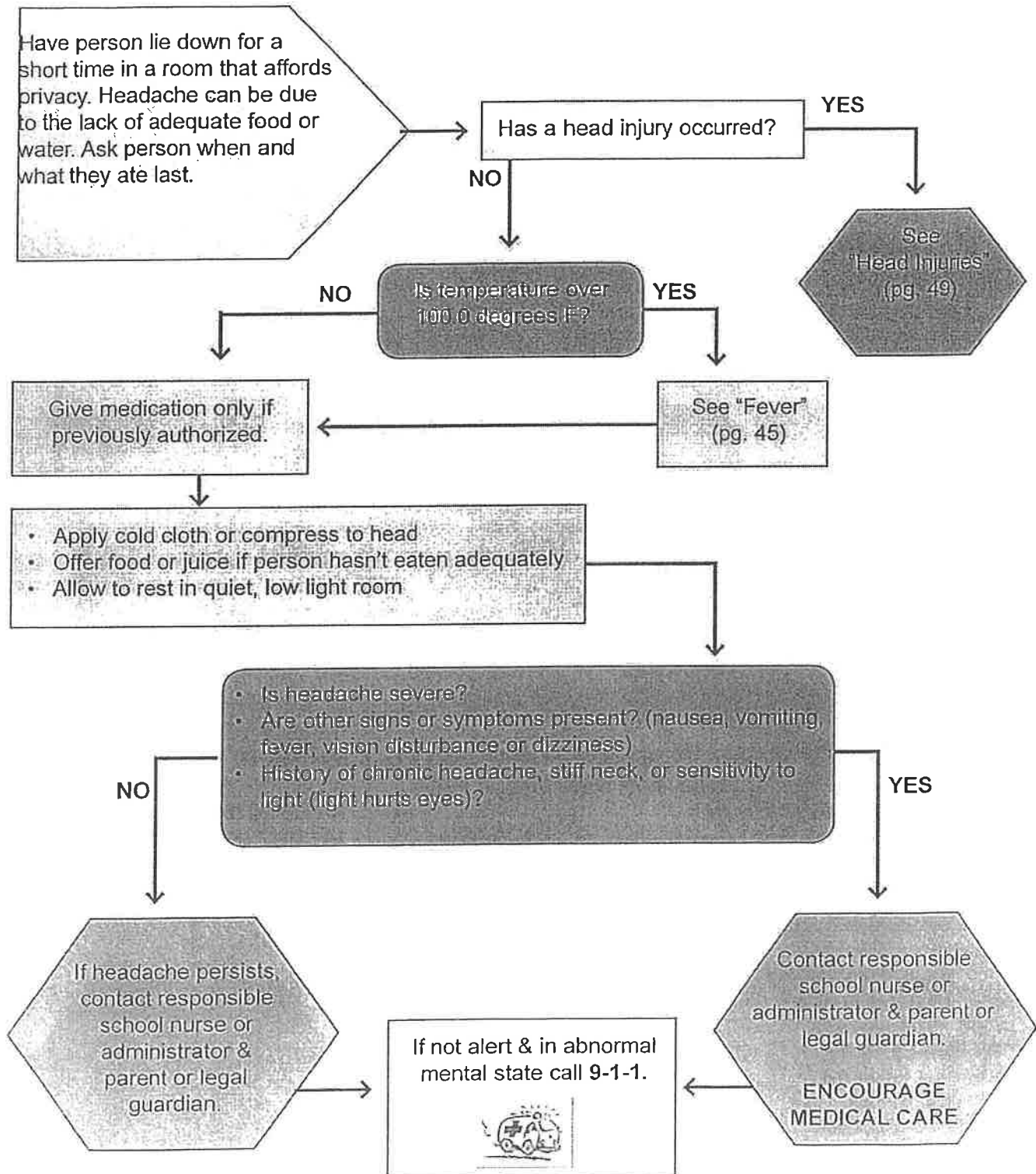
- Take to warm place and remove cold or wet clothing and replace with warm, dry clothes
- Protect cold part from further injury (may not have any sensation)
- Do NOT rub or massage the cold part OR apply heat such as a water bottle or hot running water
- Put affected body part in bath temperature water to warm & potentially thaw
- Cover part loosely with nonstick, clean dressing or dry blanket



## HEAD INJURIES



# HEADACHE



## HEAT EXHAUSTION/HEAT STROKE

Heat exhaustion is common and is due to lack of body fluids. Heat Stroke is life-threatening and occurs when the body is overwhelmed by heat and cannot regulate body temperature. Strenuous activity in the heat may cause heat-related illness. See signs & symptoms of heat emergencies below.

Spending too much time in the heat, especially with exertion, may cause heat emergencies.

Heat emergencies can be life-threatening situations.

Is person unconscious or altered mental status?

NO

YES

- Move person to a cooler place
- Have person lie down
- Elevate feet
- Loosen or remove outer clothing
- Spray with water and fan person

- Quickly remove person from heat to a cooler place
- Put on side to protect airway
- Look, listen and feel for breathing. If not breathing, see "CPR" (pg. 32)

Are any of the following happening:

- Hot, dry, red skin?
- Altered mental status?
- Vomiting? Fever?
- Confusion, dizziness?
- Rapid shallow breathing?

YES

CALL EMS 9-1-1



NO

- Give clear fluids frequently (water, sport drink, etc.), in small amounts, if fully awake and alert
- If condition improves, may return to class. NO P.E./Sports
- **If no improvement, child NEEDS IMMEDIATE MEDICAL CARE**

Remove outer clothing, as appropriate. Cool rapidly by completely wetting clothing/skin with room temperature water. **DO NOT USE ICE WATER.**

### Signs & Symptoms of Heat Related Injury

#### Heat Exhaustion

- Cool, moist, pale skin
- Weakness & fatigue
- Sweating, headache
- Vomiting, nausea
- Confusion, dizziness
- Muscle cramping

#### Heat Stroke

- Hot skin (usually dry)
- High temperature
- Rapid, weak pulse
- Rapid, shallow breathing
- Seizure
- Loss of consciousness

Contact responsible school nurse or administrator & parent or legal guardian.

## HYPOTHERMIA (EXPOSURE TO COLD)

Hypothermia can happen from exposure to cold, wet, & windy conditions [does not require freezing temperatures] when the body is no longer capable of warming itself. Young children are particularly susceptible to hypothermia. It can be a life-threatening condition if left untreated for too long.

Hypothermia can occur after being outside in the cold or in cold water.

- Take person to a warm place
- Remove cold or wet clothing and wrap in a warm, dry blanket

- Continue to warm with blankets
- Provide a warm environment
- If fully awake and alert, offer warm (NOT HOT) fluids
- If frostbite, do not rub, see "Frostbite" (pg. 48) and do not break blisters.

NO

- Does person have:
- Decreasing consciousness?
  - Slowed breathing?
  - Confused or slurred speech?
  - White, grayish or blue skin?
  - No feeling in part of body?

YES

Contact responsible school nurse or administrator & parent or legal guardian.  
**ENCOURAGE MEDICAL CARE**



### CALL EMS 9-1-1

- Give nothing to eat or drink
- Continue to warm with blankets
- If sleepy or losing consciousness, place on left side and protect airway, see "Loss of Consciousness" (pg. 53)
- Look, listen and feel for breathing. If breathing stops, see "CPR" (pg. 32)

### Signs & Symptoms of Hypothermia (COLD)

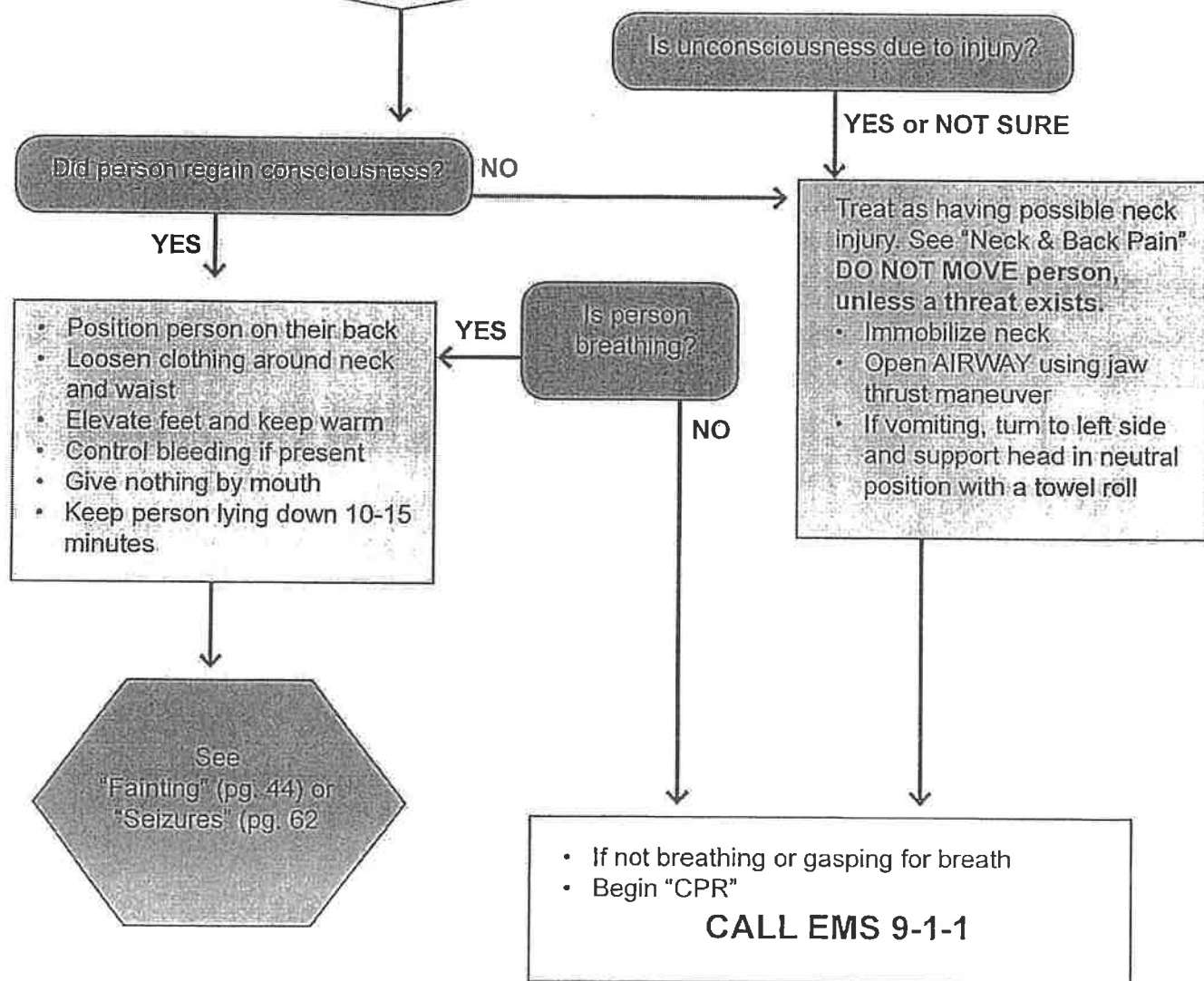
- |                  |                         |
|------------------|-------------------------|
| • Confusion      | • Shivering             |
| • Clumsy         | • Lethargic             |
| • Blurry vision  | • Abnormal behavior     |
| • Slurred speech | • Impaired judgment     |
| • Uncoordinated  | • Slow, irregular pulse |



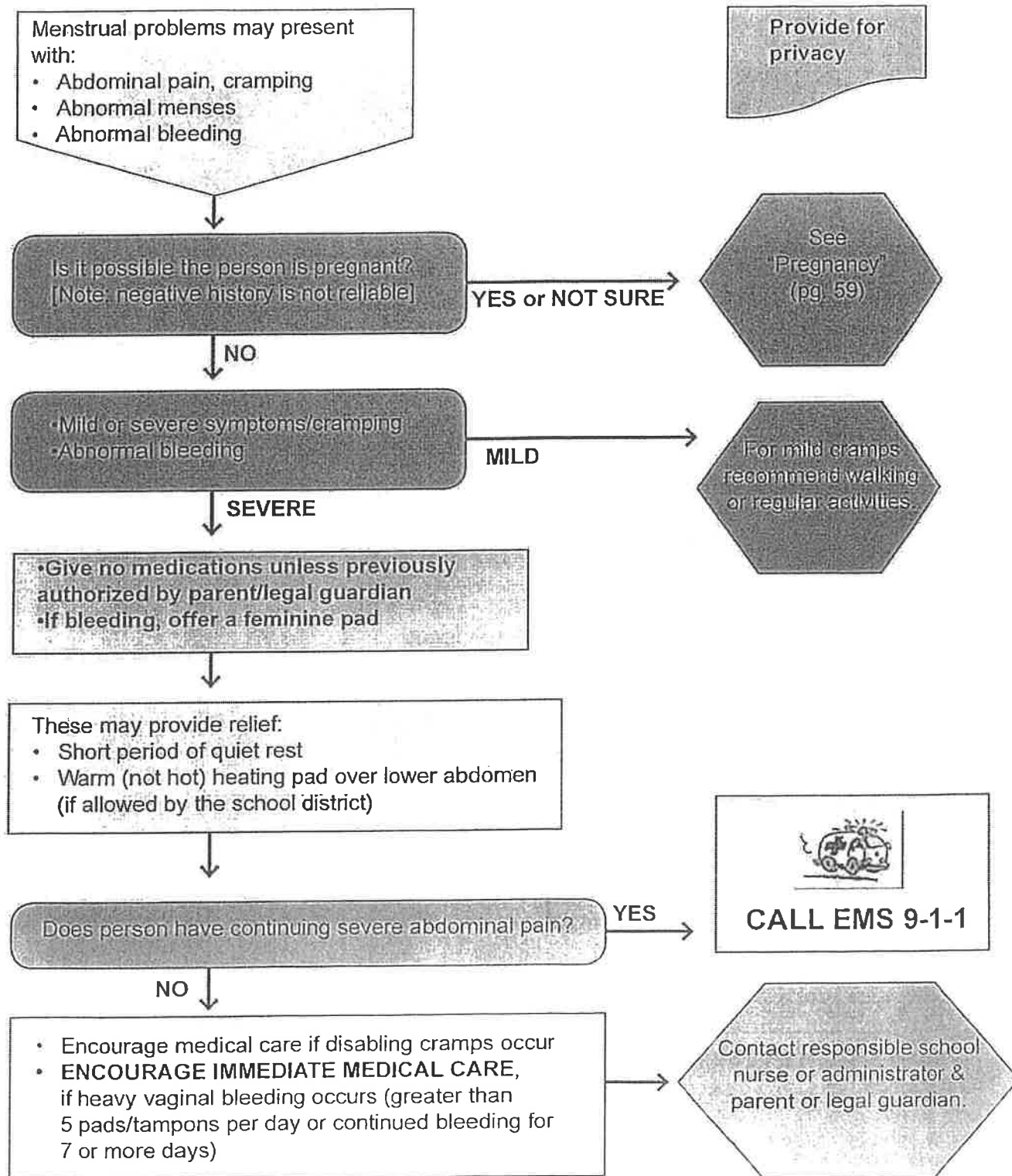
## LOSS OF CONSCIOUSNESS

Loss of consciousness may have many causes including: injuries, blood loss, poisoning, severe allergic reaction, diabetic reaction, heat exhaustion, illness, fatigue, stress, not eating, etc. If you know the cause of the unconsciousness, see the appropriate guideline.

If victim stops breathing, or has gasping respirations begin "CPR".



## MENSTRUAL PROBLEMS



## MOUTH & JAW INJURIES

Wear disposable gloves when exposed to blood or other body fluids. Use direct pressure to control bleeding.

See "Head Injuries" (pg. 49) or "Neck Injury..." (pg. 56) if you suspect an injury other than mouth or jaw.

Does person have:

- Difficulty breathing?
- Choking sensation?
- Loss of consciousness?
- Persistent bleeding?



CALL EMS 9-1-1

If tongue, lips, or cheek are bleeding, apply direct pressure with sterile gauze or clean cloth.

- Look for difficulty breathing.

If unconscious:

- Protect neck by keeping straight
- Protect airway by log rolling on to left side to allow drainage of blood
- Gently support jaw with hand
- See "Teeth & Gums" (pg. 68) for any tooth injury
- Control bleeding with direct pressure

Has jaw been injured?  
Is cut large, deep?

Have teeth been injured?

See  
"Teeth &  
Gums"  
(pg. 66)

• Place cold compress over the area to minimize swelling

Contact responsible school nurse or administrator and parent or legal guardian.  
**ENCOURAGE IMMEDIATE MEDICAL CARE**

**Signs of jaw fracture include:**

- Marked tenderness from outer edge of jaw
- Teeth do not fit together normally
- Cannot open jaw widely
- Painful to clench teeth



## NECK & BACK PAIN

Suspect a neck/back injury if pain results from:

- Falls over 8 feet or falling on head
- Being thrown from a moving vehicle
- Sports
- Violence
- Being struck by a car or other fast moving object

A stiff or sore neck from sleeping in a "funny" position is different than neck pain from a sudden injury. Non-injured stiff necks may be uncomfortable, but they are usually not emergencies.

Symptoms of Nerve Injury (see below) need medical evaluation, even if they resolve.

NO

Has an injury occurred?

YES

Did person walk-in or was person found lying down?

LYING DOWN

**DO NOT MOVE PERSON** unless there is **IMMEDIATE DANGER** of further physical harm. If person **MUST** be moved, support head and neck – keep head, neck and back from bending.

Allow person to assume position of comfort.

- Keep head straight

**ADVISE PERSON NOT TO MOVE HEAD OR NECK.**

WALK-IN

- Keep person quiet and warm
- Hold head still until EMS takes over care by gently placing a hand on each side of head, **OR**
- Place rolled up towels/clothing on both sides of head so it will not move



**CALL EMS 9-1-1**

If person is so uncomfortable that he/she is unable to participate in normal activities contact responsible school nurse or administrator & parent or legal guardian. **May need medical evaluation.**

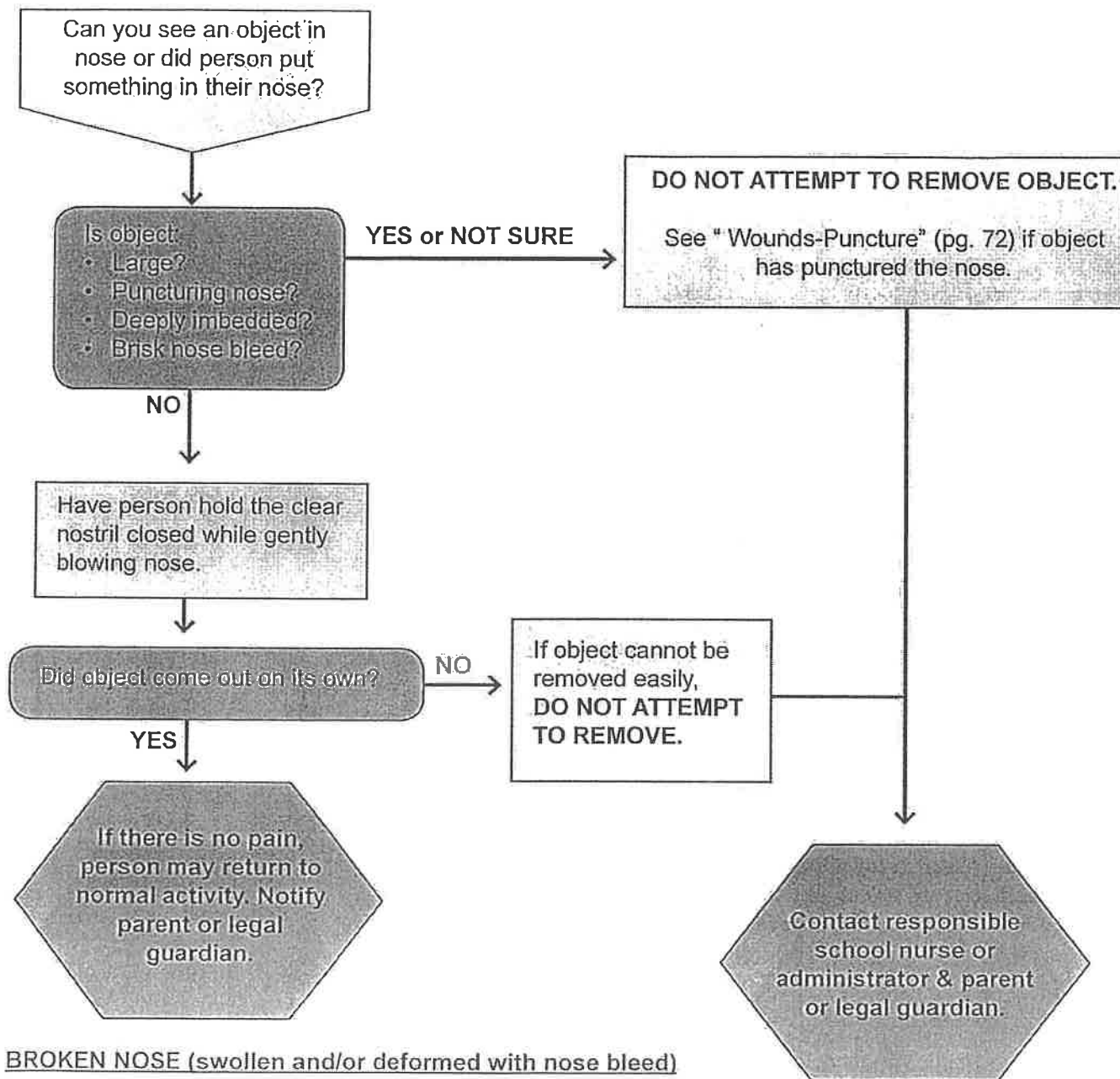
Contact responsible school nurse or administrator and parent or legal guardian.

### Symptoms of Possible Spinal Nerve Injury

- Loss of sensation
- Loss of movement
- Electric shock-like pains
- Numbness or tingling of arms or legs

## NOSE

### OBJECT in NOSE



### BROKEN NOSE (swollen and/or deformed with nose bleed)

Care as in "Nosebleed" on next page. Contact responsible school authority and parent/legal guardian.  
**ENCOURAGE MEDICAL CARE**

**NOSE CONTINUED ON NEXT PAGE (pg. 58)**

## NOSE (CONT.)

### NOSEBLEED

Nosebleed may be caused by injury, allergy, blowing or picking nose, or dryness. Wear disposable gloves when exposed to blood or other body fluids

**DO NOT TILT HEAD BACK**  
If head is tilted back, person may spit up blood from throat.

Encourage mouth breathing and discourage nose blowing, repeated wiping or rubbing.

- Lean head forward while sitting; if need to lie down, lie down on side.
- Pinch nostrils together just below nasal bones, maintaining constant pressure for 10-15 minutes.
- If continued bleeding after pressure or if injury to nose, apply cold pack to nose for 10-15 minutes and continue to pinch for bleeding

Has bleeding stopped?

Contact responsible school nurse or administrator & parent or legal guardian.

**ENCOURAGE MEDICAL CARE**

Person may return to normal activity. Avoid strenuous activity for the day to prevent recurrence of bleeding. Notify parent or legal guardian.



## POISONING & OVERDOSE

Ask person if they ingested any medications or other substances. Possible warning signs of poisoning include:

- Pills, berries or unknown substance in mouth
- Burns around mouth or on skin
- Strange odor on breath
- Sweating, chest or abdominal pain
- Upset stomach, vomiting, diarrhea
- Dizziness or fainting
- Seizure or convulsions

Remove source of poisoning or get person away from toxic fumes.

Poisons can be swallowed, inhaled, absorbed through the skin, eyes or mucosa, or injected.

When you suspect poisoning:  
**CALL EMS 9-1-1 & Poison Control Center: 1-800-222-1222**

Continue to monitor

- Airway
- Breathing
- Signs of circulation (pulse, skin color, capillary refill)
- Level of consciousness
- Speech, orientation

Is person unconscious?  
Is person having difficulty breathing?  
See "Loss of Consciousness" (pg. 53)

YES

Wear gloves and remove any remaining substance in mouth.  
If possible, find out:

- Age and weight of person
- What was swallowed or what type of "poison" it was
- How much & when was it taken

**CALL POISON CONTROL CENTER**  
& follow instructions.  
Phone # 1-800-222-1222



**CALL EMS 9-1-1**

**CALL EMS 9-1-1**

**DO NOT INDUCE VOMITING** or give anything **UNLESS** Poison Control instructs you to. With some poisons, vomiting can cause greater damage.

**DO NOT** follow the antidote label on the container; it may be incorrect.

Send sample of vomited material, or ingested material with its container (if available), to the hospital with the person.

- If person has any changes in level of consciousness, place on his/her side and look, listen and feel for breathing. If breathing stops, see "CPR" (pg. 32)
- Contact responsible school nurse or administrator & parent or legal guardian

## PREGNANCY

For morning sickness, see "Vomiting" (pg. 69).

Pregnancy may be complicated by any of the following:

Appropriate school staff should be made aware of any pregnant students. Ask if person might be pregnant and when her last menstrual period (LMP) occurred. *Keep in mind that any student who is old enough to be pregnant might be pregnant.* NOTE: History may not be reliable.

Vaginal Bleeding, if severe



CALL EMS 9-1-1

Contact responsible school nurse or administrator & parent or legal guardian.

ENCOURAGE IMMEDIATE MEDICAL CARE

Severe Stomach Pain or Cramps

- Person may be in labor or having a miscarriage if cramps are strong and repeat or "water has broken"
- If labor suspected or if severe abdominal pain persists



CALL EMS 9-1-1

Short, mild cramps in a near term person may be normal. Contact responsible school nurse or administrator & parent or legal guardian.

ENCOURAGE IMMEDIATE MEDICAL CARE

Seizure

This may be a serious complication of late pregnancy, see "Seizure" (pg. 62).



CALL EMS 9-1-1

Contact responsible school nurse or administrator & parent or legal guardian.

ENCOURAGE IMMEDIATE MEDICAL CARE

Amniotic Fluid Leakage

This is **NOT** normal and may indicate the beginning of labor or may lead to infection. Contact responsible school nurse or administrator, and parent or legal guardian.





## RASHES

- Some rashes may be contagious by direct contact or respiratory droplets
- Wear disposable gloves to protect self when in contact with any rash.

Rashes may look like:

- Hives
- Red spots (large or small, flat or raised)
- Purple spots
- Blisters

Rashes may have many causes, including heat, infection, illness, allergic reactions, insect bites, dry skin or skin irritations.

Other symptoms may indicate that the person needs medical care. Does the person have:

- Abnormal behavior?
- Difficulty breathing or swallowing?
- Purple spots with fever?
- Lightheadedness, extreme weakness?

YES



**CALL EMS 9-1-1**

Contact responsible school nurse or administrator & parent or legal guardian.

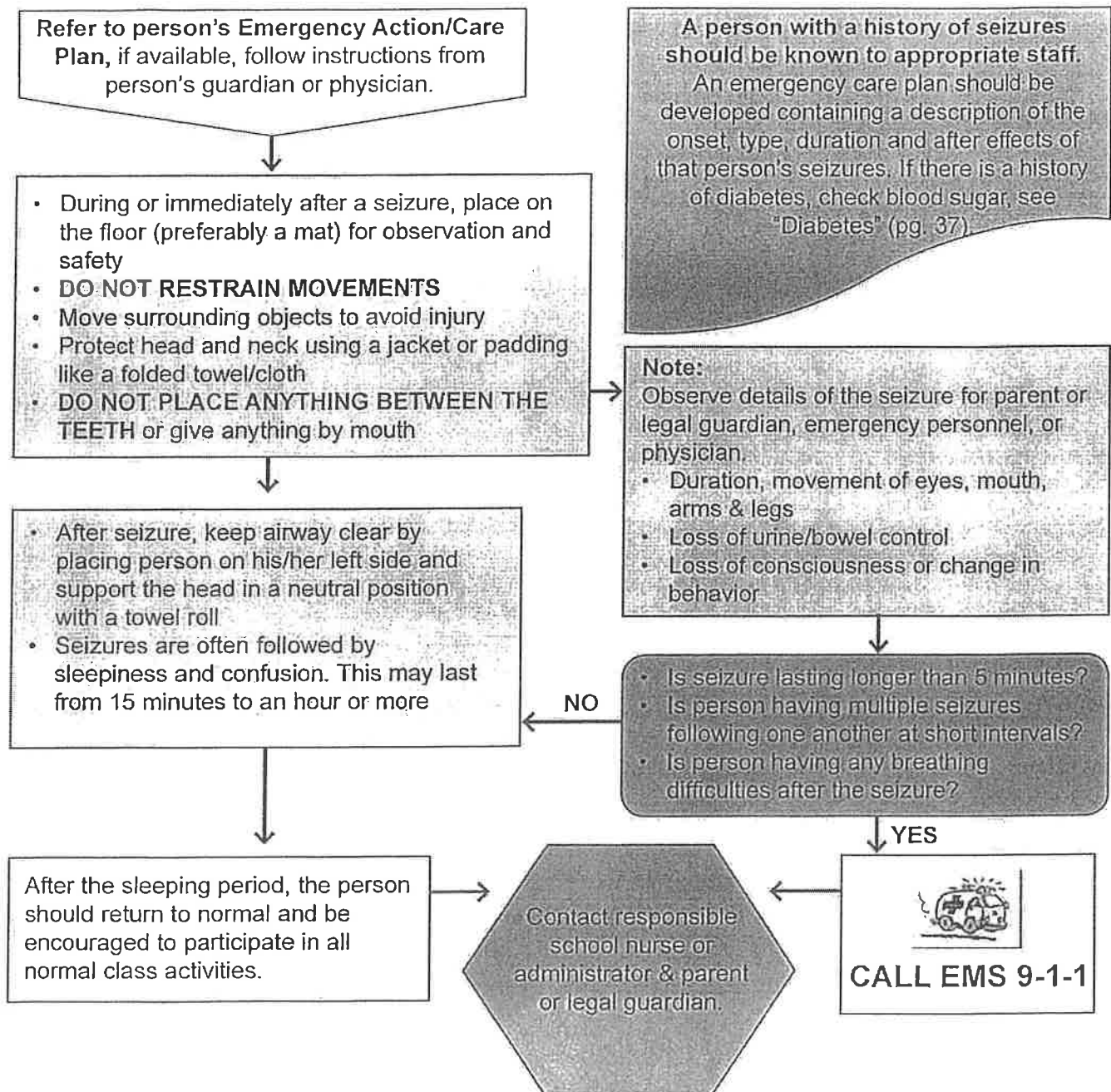
NO

If any of the following symptoms are found in association with a rash, contact responsible school nurse or administrator & parent or legal guardian and **ENCOURAGE MEDICAL CARE**

- Fever (See "Fever") (pg. 45)
- Headache
- Diarrhea
- Sore throat
- Vomiting
- Rash is bright red and sore to touch.
- Rash (hives) is all over body
- If person is so uncomfortable (e.g., itchy, sore, feels ill) that he/she is not able to participate in school activities

See "Allergic Reaction" (pg. 17) and "Communicable Diseases" (pg. 36) for more information.

## SEIZURES



### Signs & Symptoms of Seizure

- Episodes of staring and nonresponsive
- Staring with twitching of the arm and/or leg muscles
- Generalized jerking movement of arms and/or legs with unconsciousness
- Sudden unusual behavior for that person (e.g., strange sounds, belligerence, running)
- If trained personnel and medication available, administer Diastat.

## SERIOUSLY ILL/SHOCK

Any serious injury or illness may lead to shock which is a lack of blood and oxygen getting to tissue.

- **STAY CALM** and get medical assistance
- Shock is a life-threatening condition
- Check for medical bracelet or medallion

For Injury  
**Do Not** move person until extent of injury is known, unless endangered.

Is person:

- Unconscious? See "Loss of Consciousness" (pg. 53)
- Not breathing? See "CPR" (pg. 29)
- Look seriously sick? (see signs & symptoms listed below)
- Bleeding profusely? See "Bleeding" (pg. 24)



**CALL EMS 9-1-1**

- Lie person down – keep body flat
- Control Bleeding: apply direct pressure and see "Bleeding" (pg. 24)
- If person vomits, roll on to left side keeping back & neck straight if injury suspected

- Minimize pain by position of comfort
- Elevate feet 8-10 inches, unless this causes pain/discomfort, OR a neck/back/hip injury is suspected
- Keep body normal temperature, if cold provide blankets. Avoid chilling
- **NOTHING** to EAT OR DRINK

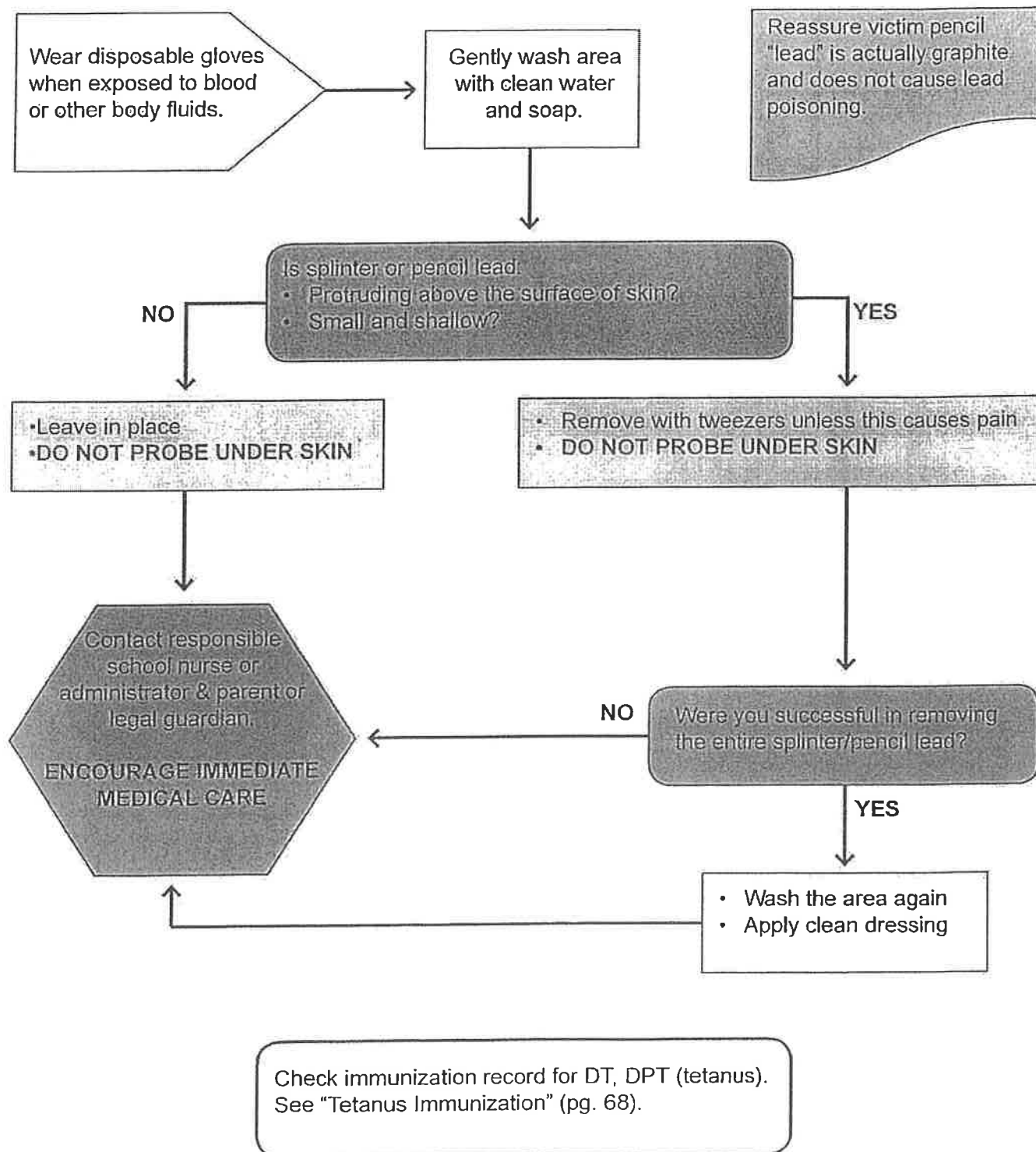
Contact responsible school nurse or administrator & parent or legal guardian.

### Signs of SHOCK

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Pale, cool, moist skin</li><li>• Mottled, ashen, blue skin</li><li>• Altered consciousness</li><li>• Nausea, dizziness, thirsty</li></ul> | <ul style="list-style-type: none"><li>• Unresponsive</li><li>• Abnormal behavior</li><li>• Restlessness/irritability</li></ul> | <ul style="list-style-type: none"><li>• Generalized weakness</li><li>• Rapid or difficulty breathing</li></ul> |
|---|--|--|



## SPLINTERS or IMBEDDED PENCIL LEAD



## STOMACH ACHES/PAIN

Stomach aches may have many causes including:

- Illness
- Hunger
- Overeating
- Diarrhea
- Food poisoning
- Trauma
- Menstrual difficulties
- Psychological issue
- Constipation
- Gas pain
- Pregnancy

Have person lie down in a room that affords privacy.  
Ask female when last menstrual period was? Is she pregnant? If yes, see "Pregnancy" (pg.59)  
• If vaginal bleeding, see "Menstrual Problems" (pg. 54)

Has an injury occurred?

YES

Contact responsible  
school nurse or  
administrator & parent or  
legal guardian

ENCOURAGE IMMEDIATE  
MEDICAL CARE

NO

- Take temperature
- Note temperature over 100.0 degrees F as fever, see "Fever" (pg. 45)

Does person have:

- Fever?
- Severe stomach pains?
- Vomiting?

YES

NO

Allow person to rest for 20-30 minutes.

Is person better?

YES

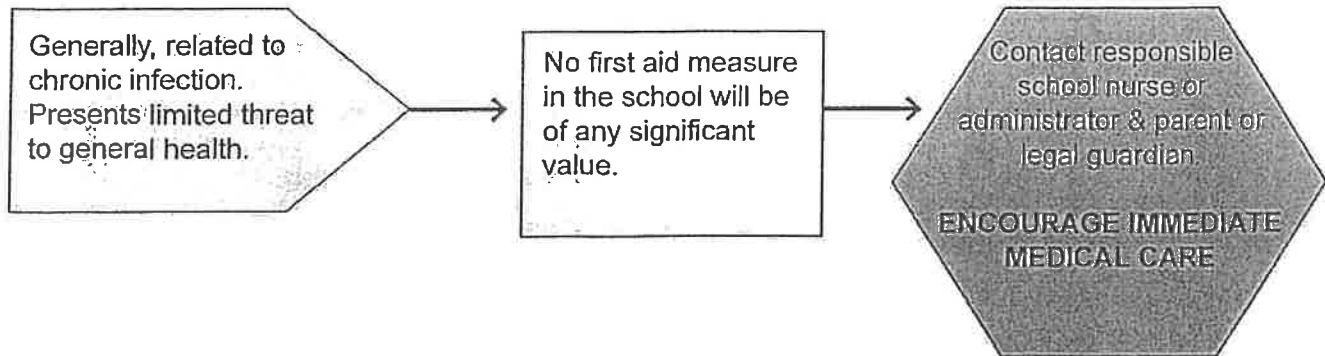
Allow person to return  
to class/work

Contact responsible  
school nurse or  
administrator & parent or  
legal guardian.

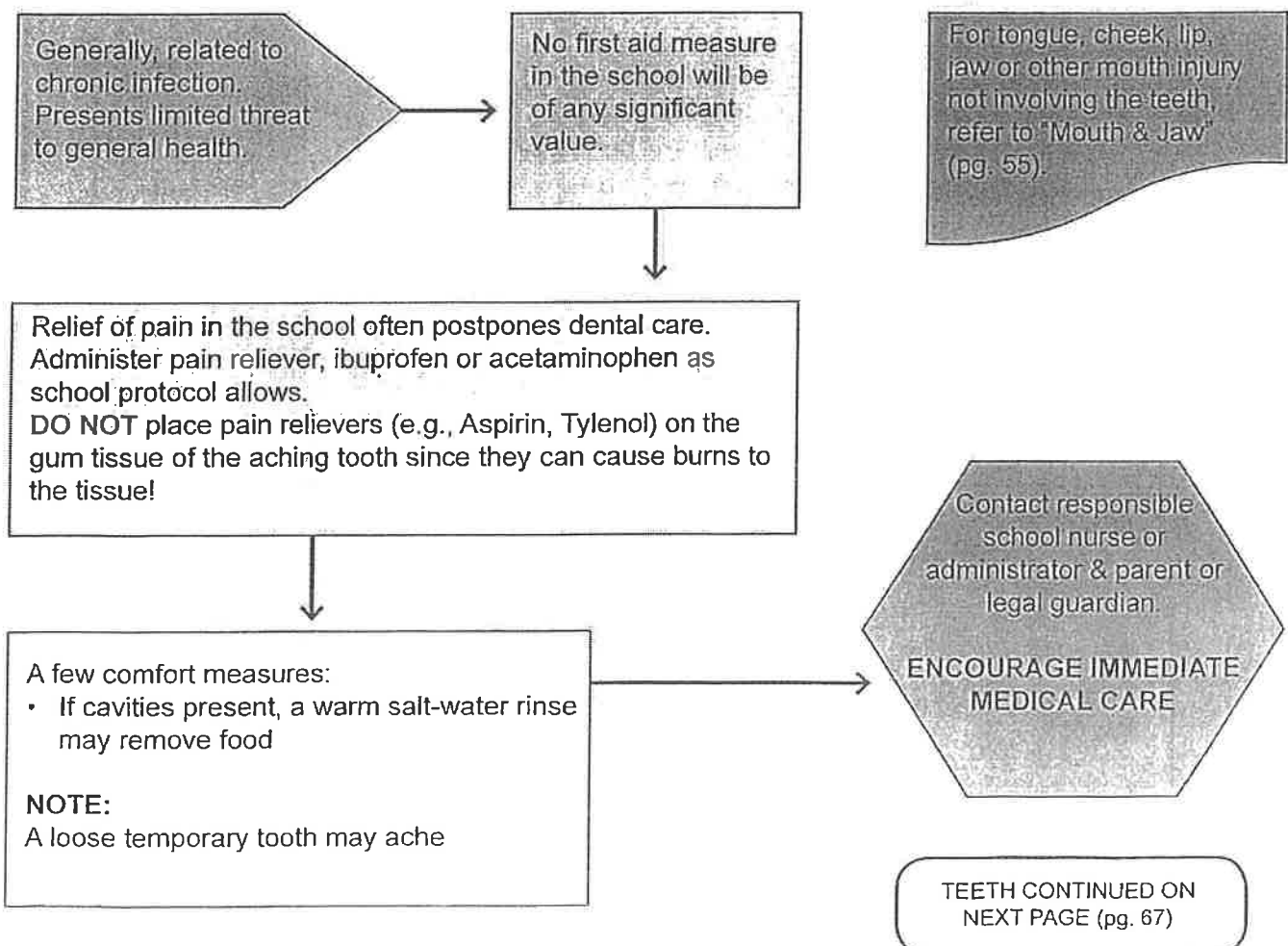
NO

## TEETH & GUMS

### BLEEDING GUMS



### TOOTHACHE or GUM ABCESS



## TEETH (CONT.)

### KNOCKED-OUT TOOTH or BROKEN PERMANENT TOOTH

For primary (temporary) teeth:

- Find Tooth
- Do not handle root of tooth
- Use Disposable Gloves

- Have student bite on folded gauze to stop bleeding
- Place tooth in container or envelope to take home
- Return to normal activities

If a permanent tooth is knocked-out (within 15-20 minutes):

- Apply cold compress to face to minimize swelling
- If tooth is dirty, hold tooth by crown rinse with water
- DO NOT scrub, rub or scrape to remove dirt from tooth
- Place in HBSS (Save-A-Tooth Kit) if available, OR
- If student is old enough, gently insert and hold the tooth in its socket, if not possible, place in glass of milk, OR
- Have person spit in cup and place tooth in it
- Remember to take the tooth with you

**TOOTH MUST NOT DRY OUT**

### DISPLACED TOOTH (Still in Socket)

**DO NOT** try to move tooth into correct position.

Contact responsible school nurse or administrator & parent or legal guardian.

**OBTAIN EMERGENCY DENTAL CARE. A DENTIST SHOULD SEE THE PERSON WITHIN 60 MINUTES.**



## TICKS

Refer to your school's policy regarding the removal of ticks. Proceed if not in conflict with policy. Wear disposable gloves when exposed to blood and other body fluids.

Inspect for ticks after time in woods or brush.

Ticks may carry serious infections and must be completely removed.

**DO NOT** handle ticks with bare hands.

- Using tweezers grasp the tick as close to the skin surface as possible and pull upward with steady, even pressure
- **DO NOT** twist or jerk the tick as this may cause the mouthparts to break off. It is important to remove the **ENTIRE** tick
- Take care not to squeeze, crush, or puncture the body of the tick as its fluids may carry infection
- **DO NOT ATTEMPT TO BURN A TICK OFF OR PRICK IT WITH A PIN**

- After removal, wash the tick area thoroughly with soap and water
- Wash your hands
- Apply a Band-Aid type dressing. If permitted by school policy, use an antiseptic or antibiotic ointment

Placing ticks in a container of alcohol or flushing them down the toilet will safely dispose of them. If any head or mouth parts remain in skin, **ENCOURAGE MEDICAL CARE.**

Contact responsible school nurse or administrator & parent or legal guardian.



## VOMITING

Vomiting may have many causes including:

- Illness or Injury
- Pregnancy
- Overexertion
- Toxic Exposure or Ingestion
- Intestinal Illness
- Food Poisoning
- Heat Exhaustion
- Drugs or Alcohol
- Near Fainting

If you know the cause of the vomiting see the appropriate guideline.

**Wear disposable gloves when exposed to blood and other body fluids.**

If a number of adults and/or children become ill with the same symptoms, suspect food poisoning.

**CALL POISON CONTROL CENTER**

**1-800-222-1222**

Follow instructions.

(See "Poisoning")

Notify public health (usually the local County Health Department).

Phone # \_\_\_\_\_

Is person vomiting clots or more than flecks or streaks of blood? Does person have decreased level of consciousness?

YES

NO

- Have a bucket available
- Apply a cool, damp cloth to face or forehead
- Have person recline or lie down in a position of comfort in a room that affords privacy

- Give no food or medications
- Offer ice chips or small sips of clear fluids (e.g., water, diluted 7-up, diluted Gatorade) and assess ability to tolerate fluids

Does patient have altered level of consciousness, pain, and associated fever, diarrhea, dizziness or lethargy?  
See appropriate guidelines.



**CALL EMS 9-1-1**

Contact responsible school nurse or administrator & parent or legal guardian.  
**ENCOURAGE MEDICAL CARE**

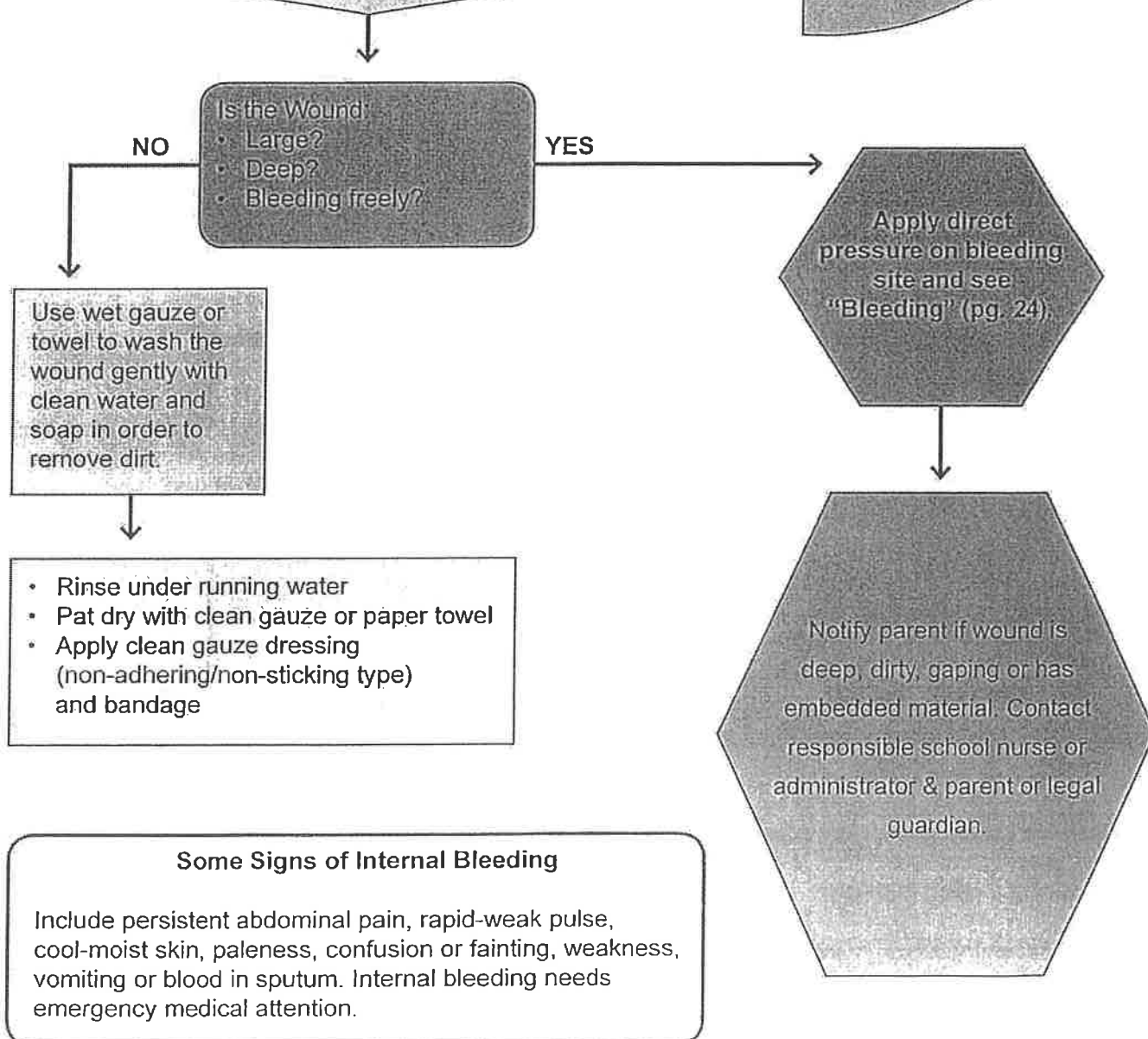




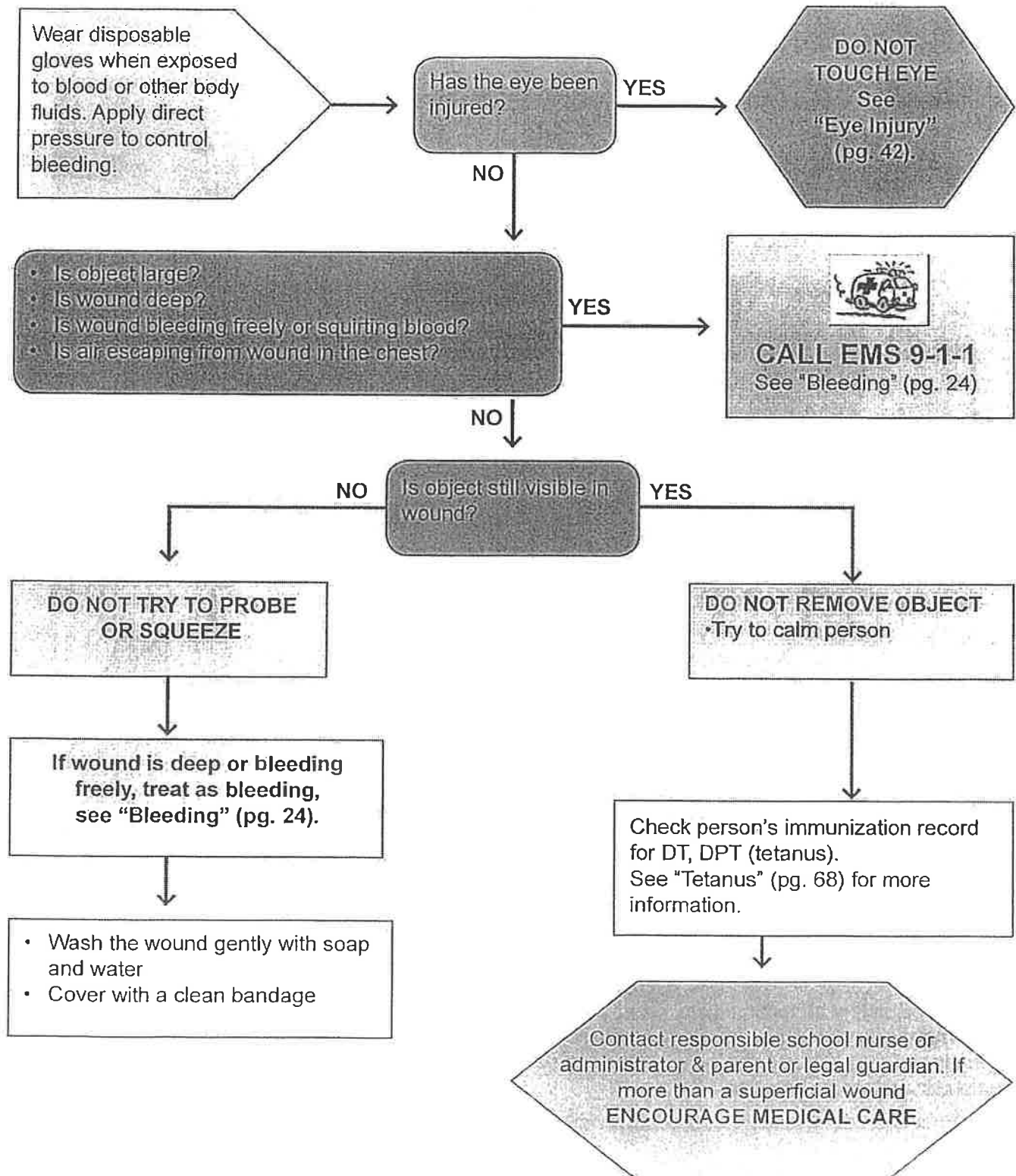
## WOUNDS (CUTS, SCRATCHES & SCRAPES INCLUDING ROPE & FLOOR BURNS)

Wear disposable gloves when exposed to blood  
or other body fluids.  
Use direct pressure on the wound to  
control bleeding.

Refer to primary care  
provider as needed to  
update immunizations  
against tetanus.



## WOUNDS (PUNCTURE)





## WOUNDS (STABS & GUNSHOT)



### CALL the police via 9-1-1

- Tell dispatcher if Emergency Medical Services are also needed
- Intervene only if the situation is safe for you to approach
- Get someone to assist you

Refer to your school's policy for handling violent incidents.

Wear disposable gloves when exposed to blood or other body fluids.

Is the person:

- Pale, sweaty skin?
- Losing consciousness?
- Having difficulty breathing?
- Bleeding uncontrollably?

Open the airway and look, listen and feel for breathing, see "CPR" (pg. 32).

- If impaled object, do not remove
- Press firmly with a clean bandage to stop bleeding, see "Bleeding" (pg. 24)
- Have person lie down
- Elevate feet 8-10 inches
- Elevate injured part gently, if possible
- Cover with a blanket or sheet

Contact responsible school nurse or administrator & parent or legal guardian.





## MANAGEMENT PROCEDURES FOR ILLNESS AND INJURY

### **BLEEDING**

1. Contact health technician (if available) for severe bleeding.
2. Wear non-latex gloves.
3. Place sterile gauze directly over the wound. (If sterile material is not available, use cleanest cloth or material available).
4. If bleeding is severe and continuous, apply pressure directly over the wound with gauze until bleeding stops. If no broken bones are suspected, elevate wound above level of heart.
5. Never remove initial dressing. If additional dressings are needed, place over old dressing and continue direct pressure.
6. Contact parent(s)/guardian(s), and 911, if necessary.

### **BURNS**

1. Contact health technician (if available) for severe burns.
2. Place burned area under cold running water, or place cold compress on area. Do not apply ice or cold compresses directly on the skin.
3. Cover with sterile gauze. Do not apply any ointments.
4. Contact parent(s)/guardian(s), and 911, if necessary.

### **CHEMICAL BURNS**

1. Notify health technician (if available) immediately!
2. If possible, remove all contaminated clothing. Run water over area for at least 15 minutes.
3. If in eye, turn the head to the side and pour water from the inner corner of the eye outward. Hold the eye open and do not wash the chemical into the other eye.
4. Cover burn area with sterile gauze.
5. Contact parent(s)/guardian(s), and 911, if necessary.

### **CHOKING**

1. Contact health technician (if available).
2. If student is breathing adequately, DO NOT attempt to dislodge the object. If the student is coughing, encourage them to continue coughing.
3. If the student is not breathing, try to dislodge the object by use of abdominal thrusts. (Position self behind student and wrap arms around his/her waist. Place the thumb side of fist against the abdomen, slightly above the navel and below the tip of the breastbone. Grasp fist with other hand and press into the abdomen with a quick upward thrust.) Repeat if necessary.
4. Contact parent(s)/guardian(s), and 911, if necessary.

### **DRUG EMERGENCIES**

1. If a student appears to be intoxicated, and routine action is indicated, notify administration.

2. Ascertain the nature of the intoxication by questioning and/or observing the student.
3. Insure the student's safety.
4. If emergency action is necessary, contact the health technician (if available).
5. Breathing and circulation may be impaired; therefore, CPR should be used IF indicated.
6. Contact parent(s)/guardian(s), and 911, if necessary.

### **FAINTING**

1. Have the student lie on his/her back, and if possible, have the head lower than the rest of the body.
2. Notify the health technician (if available).
3. Keep student warm.
4. To prevent a fainting attack, the student who feels weak or dizzy should lie down or bend over with is/her head at knee level.
5. Contact parent(s)/guardian(s).

### **NOSE BLEEDS**

1. Have student sit with head erect, leaning forward, if possible.
2. Wear non-latex gloves.
3. Have student blow nose to expel any clots.
4. Apply firm but gentle pressure over the bleeding nostril(s) with gauze pad.
5. May apply cold compress.
6. If bleeding continues for more than five minutes, contact health technician (if available).
7. Keep the student from blowing or picking at nose, once bleeding has stopped, for at least two hours.

### **SEIZURES**

1. Contact health technician (if available) immediately!
2. Make no attempt to stop the seizure.
3. If standing or sitting at beginning of attack, ease down to floor immediately.
4. Loosen restrictive clothing.
5. Remain calm and stay with student, use reassuring voice and words, and protect their privacy.
6. DO NOT force any object between the teeth when the jaw is tightly closed.
7. DO NOT restrain movements any more than necessary to prevent self-injury.
8. DO NOT forcibly struggle with student unless absolutely necessary for student's safety.
9. DO NOT try to revive with fluids, or walking.
10. A blanket or other small material may be placed under the student's head for protection.

A medical emergency may involve life threatening situations including, but not limited to: breathing difficulties, choking, and severe bleeding. A medical emergency may also evolve from a situation where first aid is not promptly administered to prevent further injury.

Procedures to follow in the event of a medical emergency, as approved by the school administration, are as follows:

1. Contact the health technician (if available-1318). If the health technician is unavailable, contact administration (Extension 1311).
2. When contacting the health office, please provide the following information: student name, location (room name and number), and nature of injury.
3. If situation necessitates, evacuate class to nearest classroom or have students line up outside classroom door.
4. Stay with student; refer to management procedures for specific ailments or injuries, until health technician arrives.

## **D. Suspension & Expulsion Policies**

**Policy 5144: Discipline**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent/Principal or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at the district school. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent/Principal or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent/Principal or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent/Principal or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

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**Regulation 5144: Discipline**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

**Site-Level Rules**

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the Superintendent/Principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if an

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent/Principal or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

**Disciplinary Strategies**

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. Recess restriction as provided in the section below entitled "Recess Restriction"



11. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

12. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

#### **Recess Restriction**

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the Superintendent/Principal of any recess restrictions imposed.

#### **Notice to Parents/Guardians and Students**

At the beginning of the school year, the Superintendent/Principal or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent/Principal or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

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## E. Procedures for Notifying Teachers of Dangerous Pupils

The Richmond Elementary School District will obtain information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act. This information is used to develop awareness, assign appropriate disciplinary consequences, assist in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that states teachers must be notified of the reason(s) a student has been suspended. When a student is suspended, the superintendent/principal will provide the student's teacher(s) with a suspension letter. The information provided is for the student's current teacher(s) only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the form so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court will notify the Superintendent/Principal of the Richmond Elementary District regarding students who have engaged in certain criminal conduct. The Superintendent/Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential.

## **F. Sexual Harassment Policy**

**Policy 4119.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

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The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Board of Trustees is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent/Principal or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent/Principal or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

**Sexual Harassment Reports and Complaints**

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

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**Regulation 4119.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

**Definitions**

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

**Examples of Sexual Harassment**

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

**Title IX Coordinator/Compliance Officer**

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Superintendent/Principal  
Richmond Elementary School District  
700-585 Richmond Road East  
Susanville, CA 96130  
(530) 257-2338  
mcosgrove@richmondelementary.com

## Training

Every two years, the Superintendent/Principal or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation

13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent/Principal or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

#### Notifications

The Superintendent/Principal or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

### Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

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**Policy 4219.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Board of Trustees is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent/Principal or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent/Principal or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

**Sexual Harassment Reports and Complaints**

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

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**Regulation 4219.11: Sexual Harassment**

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The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

**Definitions**

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

**Examples of Sexual Harassment**

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

**Title IX Coordinator/Compliance Officer**

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Superintendent/Principal  
Richmond Elementary School District  
700-585 Richmond Road East  
Susanville, CA 96130  
(530) 257-2338  
mcosgrove@richmondelementary.com

## Training

Every two years, the Superintendent/Principal or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation

13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent/Principal or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

#### **Notifications**

The Superintendent/Principal or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

### **Complaint Procedures**

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

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**Policy 4319.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Board of Trustees is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent/Principal or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent/Principal or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

**Sexual Harassment Reports and Complaints**

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

**Regulation 4319.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

**Definitions**

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.
4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

**Examples of Sexual Harassment**

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

**Title IX Coordinator/Compliance Officer**

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Superintendent/Principal  
Richmond Elementary School District  
700-585 Richmond Road East  
Susanville, CA 96130  
(530) 257-2338  
mcosgrove@richmondelementary.com

## Training

Every two years, the Superintendent/Principal or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation



13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent/Principal or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

#### Notifications

The Superintendent/Principal or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)
5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

### **Complaint Procedures**

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

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## G. School Dress Code Prohibiting Gang Attire

### Dress Code (located in our handbook)

Students should be dressed and groomed in good taste. Clothing should be neat, clean and appropriate. Any clothing that interferes with classroom learning or safety, such as chains, is not appropriate.

1. Blouses and shirts will cover front, back, and midriff. Underwear will not be visible. No spaghetti or razor straps or tank tops will be worn.
2. Short shorts will not be worn. Shorts, skirts, and dresses must be mid-thigh in length.
3. Pants must be hemmed and worn at the waist. Pants must stay up without a belt and not touch the ground. Sagging pants and/or jeans with holes above the knee are not allowed.
4. Shoes will be laced and tied. No flip flops or high heels are allowed. Sandals must have a heel strap. Students must be able to participate in recess and P.E.
5. Clothing with off-color references will not be worn (including alcohol and cigarette ads.) No fish net or spandex will be worn.
6. Hats will be worn as intended, bill forward, and will not be worn inside a classroom.

When inappropriate clothing is worn, students will be asked to use clothing from the office to avoid losing class time.
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**Policy 5132: Dress And Grooming**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

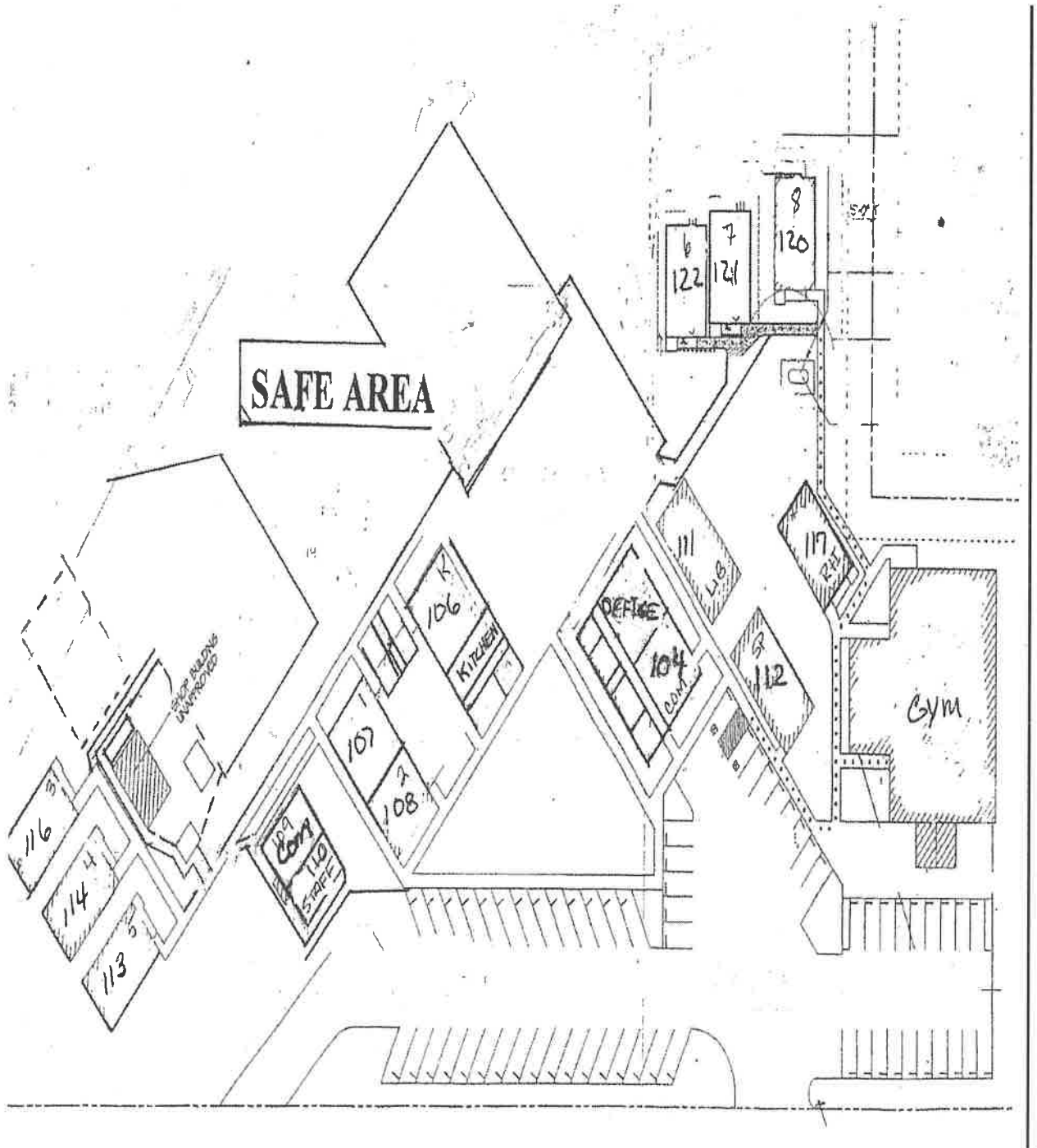
**Gang-Related Apparel**

The Superintendent/Principal, staff, and parents/guardians may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

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## H. Safe Ingress and Egress Access Points

### Richmond School Emergency Exit Map



# **I. School Discipline: Rules, Policies, and Procedures**

1. Students will observe “Hands Off.” There will be no contact sports, no hitting or kicking, no inappropriate touching. Play fighting is not allowed. There will also be no PDA (Public Display of Affection).
2. Students will be supervised at all times. The following areas are off limits to students: doorways, between buildings, the culvert, the landscaped areas and parking areas. The apparatus is for grades K – 4 only. Students may not enter a classroom if no adult is present.
3. Students will use the playground and the equipment in a safe and reasonable manner.
4. Students will not spit on the school grounds.
5. Students will use appropriate spoken language and body language at all times.
6. Students will be tobacco, drugs, vape, and alcohol free. (CA Health & Safety Code Section 104559(a))
7. Dangerous objects or weapons of any kind are not allowed and can result in immediate expulsion.
8. Students will not bring gum or candy to school. Snacks may be eaten only at permitted times.
9. Students will not bring electronic devices, sports equipment, roller blades, skate boards and other personal property without permission from the principal.
10. Students will respect the rights, privacy, and property of other students.

## **School Wide Discipline**

Richmond School uses a school-wide lunch detention system for behavior and/or classwork/homework. When lunch time detentions are assigned the following applies:

- Detention is served in the Resource Room during lunchtime.
- Detention first, lunch last. Pick-up lunch, then go to detention.
- Work is expected and is graded.
- Miss one, serve two.
- 4<sup>th</sup>-8<sup>th</sup> Grade-3 detentions = 1 demerit

Students that have NO detentions all year will be invited to the detention-free BBQ at the end of the year. Students that have no detentions for each of the trimesters will be provided with a special treat as determined by their teacher to reward their good behavior.

In fourth-eighth grades, Richmond uses a school-wide discipline system. Three lunch detentions will lead a demerit, a parent conference (which will include the principal, teacher, parent, and student) and a loss of eligibility. A loss of eligibility refers to sporting events, dances, and/or field trips. Rules and consequences are reviewed with the students during the first week of school.

Each classroom will also have a classroom discipline plan. This plan will be sent home to parents at the beginning of the year. It may include time outs, loss of recess, office referrals, and lunch time and/or after school detention (with your child's teacher) if necessary.

#### **Demerits 4th – 8<sup>th</sup>**

1 <sup>st</sup> Demerit*	Parent Contact 10 calendar days of Ineligibility, excluding school holidays
2 <sup>nd</sup> Demerit*	Parent Contact Parent Conference 10 calendar days of Ineligibility, excluding school holidays
3 <sup>rd</sup> Demerit*	Parent Contact Parent Conference 10 calendar days of Ineligibility, excluding school holidays

\*Fighting, destroying property, stealing, bullying/threatening others, and displaying out of control behavior can lead to automatic removal, suspension, and/or expulsion.

#### **On Campus Suspension**

On Campus Suspension is served in the library and lasts all day. Students must report to the office as soon as they are on campus. Breaks will be given, but no recess time will be allowed. Lunch will be eaten in the library. Dismissal will be after other students are off campus.

#### **Grounds for Suspension/Expulsion-California Education Code Section 48900**

Under California law, a student is subject to suspension or expulsion when the principal or superintendent has determined that the student has violated a provision of the California Education Code.

California Education Code section 48900 specifies the types of violations that warrant school suspension or expulsion. A student violates section 48900 when the student:

- Cause or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except in self-defense;
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object;
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance;
- Unlawfully offered, arranged, or negotiated to sell a controlled substance;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stolen or attempted to steal school property or private property;
- Possessed or used tobacco;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia;
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
- Knowingly received stolen school property or private property;
- Possess an imitation firearm, which means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- Committed or attempted to commit a sexual assault or committed a sexual battery;
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both;
- Engaged in, or attempted to engage in hazing. "Hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or person degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil;
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel;

The law requires that the student shall not be suspended or expelled for any of the acts listed above unless the act is related to school activity or school attendance occurring within a school. This includes, but not limited to, the following:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period whether on or off the campus;
4. During, or while going to or coming from, a school sponsored activity

## **J. Hate Crime Policies and Procedures**



## **J. Hate Crime Policies and Procedures**

**Policy 5145.9: Hate-Motivated Behavior**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The Board of Trustees is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent/Principal or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent/Principal or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent/Principal or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided

to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

### **Complaints**

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the Superintendent/Principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the Superintendent/Principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

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## **K. Bullying Prevention Policies & Procedures**

**Policy 5131.2: Bullying**

**Status: ADOPTED**

**Original Adopted Date: 01/12/2017 | Last Revised Date: 12/15/2022 | Last Reviewed Date: 12/15/2022**

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent/Principal or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent/Principal or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Superintendent/Principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent/Principal or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent/Principal or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent/Principal or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

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## **L. Nondiscrimination, Harassment, Intimidation Policies**

**Policy 5145.3: Nondiscrimination/Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Board of Trustees desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent/Principal or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent/Principal or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent/Principal or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent/Principal or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent/Principal or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

**Record-Keeping**

The Superintendent/Principal or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

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## **M. School Security Policies/Procedures**

### **Visitors on Campus**

Students are not permitted to bring outsiders on campus. All outsiders must sign in at the main office, obtain permission from the principal, and/or wear a visitor's badge during their stay on campus.

### **School Safety/Security**

Student safety is the school community's highest priority. Ample supervision is provided during lunch and recesses. Trained supervisors help to ensure that students are safe and accountable. The school works in partnership with local agencies to continuously improve upon emergency preparedness measures.

### **Fingerprinting**

All parents who plan on staying overnight with children must be fingerprinted. All employees are fingerprinted.

## **N. Facilities Inspection**

**Regulation 3517: Facilities Inspection**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The Superintendent/Principal or designee shall inspect school facilities to ensure that they are maintained in good repair. At a minimum, the Superintendent/Principal or designee shall assess those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including, but not limited to, the following: (Education Code 17002, 35292.5)

1. Gas Leaks: Gas systems and pipes appear and smell safe, functional, and free of leaks.
2. Mechanical Systems: Heating, ventilation, and air conditioning systems, as applicable, are functional and unobstructed; appear to supply an adequate amount of air to all classrooms, work spaces, and facilities; and maintain interior temperatures within normally acceptable ranges.
3. Windows and Doors: Windows and doors are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
4. Fences and Gates: Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to students, staff, or others. Locks and other security hardware function as designed.
5. Interior Surfaces (walls, floors, ceilings): Interior surfaces are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause. Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.
6. Hazardous Materials: Hazardous and flammable materials are stored properly. No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There does not appear to be evidence of hazardous materials that may pose a threat to the health and safety of students or staff.
7. Structures: Posts, beams, supports for portable classrooms and ramps, and other structures appear intact, secure, and functional as designed. Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components.
8. Fire Safety and Emergency Equipment: Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly. Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.
9. Electrical Systems: Electrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from student access, and appear to be working properly.
10. Lighting: Interior and exterior lighting appears to be adequate and working properly. Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures.
11. Pest/Vermin Infestation: No visible or odorous indicators of pest or vermin infestation are evident.
12. Drinking Fountains: Interior and exterior drinking fountains are functional, accessible, and free of leaks. Drinking water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.
13. Restrooms: Restrooms are fully operational, maintained and cleaned regularly, and stocked at all times with supplies (including toilet paper, soap, and paper towels or functional hand dryers) in accordance with Education Code 35292.5. The school keeps all restrooms open during school hours when students are not in classes and keeps a sufficient number of restrooms open during school hours when students are in classes, except when necessary to temporarily close a restroom for student safety or to repair the facility.

In addition, any school serving any of grades 6-12 shall, at all times, stock and make available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom. The district shall post in a prominent and conspicuous location a notice regarding

this requirement that includes an email address and telephone number for a designated individual responsible for maintaining the requisite supply of menstrual products. (Education Code 35292.6)

14. Sewers: The sanitary sewer system controls odors as designed, displays no signs of stoppage, backup, or flooding in school facilities or on school grounds, and appears to be functioning properly.
15. Roofs: Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground from inside and outside the building
16. Drainage: School grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets.
17. Playground/School Grounds: Playground equipment (exterior fixtures, seating, tables, and equipment), school grounds, fields, walkways, and parking lot surfaces are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.
18. Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly and are free of accumulated refuse and unabated graffiti. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

In addition, to ensure the health and safety of students, the Superintendent/Principal or designee shall provide for the testing of drinking water on campus and of the soil and painted surfaces of school facilities for the presence of lead and/or other harmful substances, in accordance with state and federal standards.

The Superintendent/Principal or designee shall ensure that any necessary repairs or removal of hazards identified during the inspection are made in a timely and expeditious manner.

An assessment of the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as defined in Education Code 17002, shall be reported on the school accountability report card. (Education Code 33126)

Any complaint alleging a school facility condition that poses an emergency or urgent threat to the health or safety of students or staff, or alleging that a school restroom is not clean, maintained, stocked, or kept open, shall be addressed in accordance with AR 1312.4 - Williams Uniform Complaint Procedures.

The Superintendent/Principal or designee shall provide the Board of Trustees with regular reports regarding the district's facility inspections and updates of any visits to district schools by the County Superintendent of Schools to review school facilities.

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## **O. Emergencies and Disaster Preparedness Plan**

**Policy 3516: Emergencies And Disaster Preparedness Plan**

**Status:** ADOPTED

**Original Adopted Date:** 12/09/2014 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent/Principal or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent/Principal or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent/Principal or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

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**Regulation 3516.3: Earthquake Emergency Procedure System**

**Status: ADOPTED**

**Original Adopted Date: 12/09/2014 | Last Revised Date: 12/15/2022 | Last Reviewed Date: 12/15/2022**

**Earthquake Preparedness**

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

The Superintendent/Principal or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent/Principal or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent/Principal or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The Superintendent/Principal or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent/Principal or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such

potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

#### **Earthquake While Indoors at School**

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the Superintendent/Principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the Superintendent/Principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

#### **Earthquake While Outdoors on School Grounds**

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### **Earthquake While on the Bus**

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent/Principal or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

#### **Subsequent Emergency Procedures**

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Superintendent/Principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The Superintendent/Principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The Superintendent/Principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall



confer with them regarding the advisability of closing the school.

7. The Superintendent/Principal or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.
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