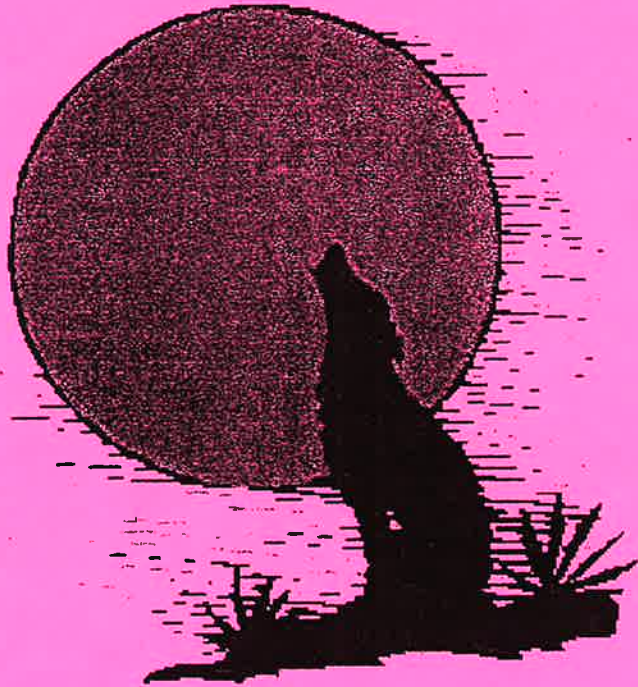


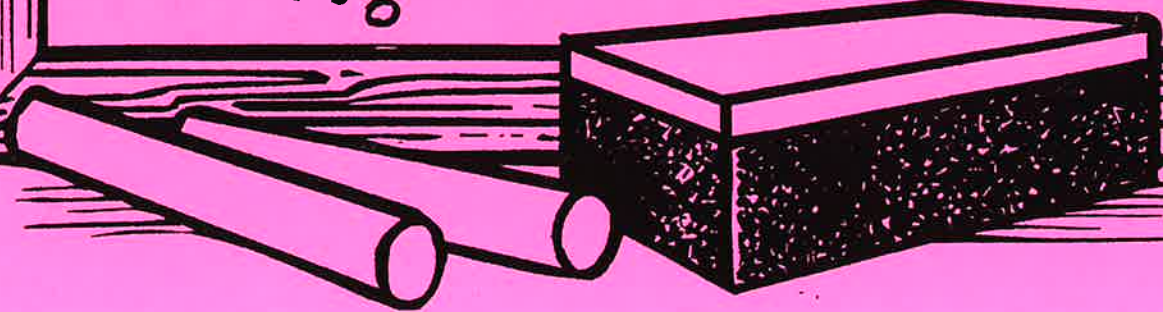
Sequim High School Faculty Handbook



$$4 + 2 = 6$$

$$5 - 3 = 2$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$$



GENERAL PROCEDURES AND EXPECTATIONS

Accessing Forms

All forms including purchase order requisitions, travel requests, and claims for expenses, can be accessed through the building secretary in the main office.

Accidents

Students

If a student is involved in an injury-producing accident, follow these procedures:

1. Notify the appropriate assistant as required by the situation.
2. Notify an administrator of the accident.
3. Secure an **Accident Report Form** from the secretary and return it to her completed by the following day.

Employees

If an employee is involved in an injury-producing accident, follow these procedures:

1. Notify the appropriate assistant as required by the situation.
2. Notify the administrator of the accident.
3. Prior to treatment, secure an **Employee Accident Report Form** (SIF-2) and **Physicians Report** from the District Office and return it completed.

Assemblies

Other than for assemblies advertised as "voluntary," attendance at all assemblies are required by all students and faculty. Faculty will sit with students during the assembly unless other arrangements have been made. An assembly seating schedule is included in the Faculty Handbook. Faculty is expected to help supervise and model appropriate assembly behavior. Classified staff is encouraged to attend when duties allow.

Audio/Visual Equipment

AV Equipment is stored and distributed by the library. Teachers needing VCR equipment should sign-up for it in the library in advance on a first-come-first-served basis. Every effort is made to shuffle equipment to meet the needs of all faculty. Please make arrangements for the equipment's delivery and prompt return.

Building Evacuation

An evacuation plan for each location will be provided to each teacher. Please explain the procedure to all students and post in a conspicuous location in the classroom. During all drills and evacuation alarms, all staff and students must leave the building and report to the appropriate location until an all clear is sounded or instructions are given to return to class. Unless announced otherwise, all will return to the period and class from which they came.

Campus Supervision

Everyone will be assigned at times to help out with this task. For supervising the halls, we hope that you will all help by being in the halls between classes and checking restrooms on an occasional basis.

Custodial Services

Maintenance is an ongoing process. When you see work that needs to be done, please fill out a **Maintenance Request Form** on "School Dudes" or let our custodian know. Check on the progress of the request, and, if your room is not being cleaned properly, please notify the principal, assistant principal or head custodian. Please help in keeping our building an attractive and safe learning environment.

Please do not put staples, nails, or tacks in your walls. Use tape sparingly and for only a few days at a time. If you need additional bulletin board space, put in a request form in the office. Room displays need to be placed where there is appropriate backing.

If you decorate halls or other areas, talk with a custodian first. The same general rules apply; tape for short periods of time and no staple or tacks. Please remove decorations thoroughly when done.

Dress and Grooming

Student

Dress or behavior in any form that causes a disruption to the educational process should be called to the attention of the parent and administration. Dress or grooming which constitutes a health or safety hazard, promotes, condones or glamorizes drugs, alcohol, tobacco or sex that disrupts the general school environment or the optimum learning atmosphere is unacceptable. Students who wear inappropriate clothing will be asked to make corrections.

“Hat Policy” ~ Teachers have the discretion to have no hats worn in their classroom.

Faculty/Staff

The teacher often sets the tone of behavior by the dress and personal appearance. Business dress is considered in good taste.

Copy Machines

The copy machines are located in the main office workroom and in the workroom in H-building, room 115. Teachers should plan ahead to avoid last minute or during class time duplication. **No students are allowed in the H-Bldg workroom.** To allow you more time during your planning period to work on lessons, an office TA can do the copying. All materials to be copied need to be delivered to the main office. To have copying done:

1. You will need to plan ahead. (Give the TA 1-day to complete)
2. Fill out form and attach to master copy. (Forms are on the east wall in the main office workroom)
3. Place in basket on counter.
4. Copies will be placed in your mailboxes.

Fees

The ASB Bookkeeper will collect all class fees in the main office. Only during the first week of the semester will class fees be collected during class time. Students will have to take care of their business before or after school, during lunch or between classes.

Field Trips

Teachers requesting Field Trips should follow these procedures:

1. Complete a **Travel Request** and turn in to the principal.
2. After gaining approval, account for proper notification of students, parent’s written approval, and teachers when appropriate. (Minimum 2-day notice)
3. The sponsoring teacher is to prepare a master list of all students expected to attend the field trip and provide this for the Attendance Secretary and each teacher..
4. The sponsoring teacher must take accurate roll before departure. A list of who actually attended the field trip should be provided to the **Attendance Secretary** by **7:30** a.m. the day of the trip.

Over Night Stays

Teachers, advisors, and coaches who are required to stay overnight on trips or contests are required to provide appropriate supervision of students at all times. The following are guidelines to assist your planning:

1. Provide for parent notification and permission in writing and with appropriate signatures. Models can be provided by asking an administrator. (Permission slips are available from the secretary)
2. Provide an itinerary for students, parents, chaperons, supervisors, and administration before departure.
3. Provide written expectations for students during the trip. Provide parents a copy. Include space for signatures indicating that both students and parents understand the expectations.

4. Provide for adequate chaperons and supervisors.
5. Sleeping arrangements should be arranged in advance and adhered to unless unforeseen circumstances arise. Whenever possible, assign an adult chaperone to each sleeping area.
6. Require lights out at reasonable times. Monitor this expectation.
7. Conduct regular bed checks of all sleeping areas.

Fire Drills

“Every principal, or person in charge of a public or private school, except colleges and universities, must instruct and train the students by means of drills so that they may in a sudden emergency leave the building in the shortest possible time and without confusion or panic.”

The signal for the fire drill will be a continuous sounding of the fire horns in the hallways of the school buildings. At the sound of the fire drill, the students will leave each building in an orderly-walking manner and will congregate outside the buildings as directed by the fire drill instructions posted in each room of the buildings. Teachers will accompany the students. No one shall enter the buildings until the sounding of the fire horn has stopped and the all-clear announcement is given.

Fund Raisers

All fundraiser requests need to be pre-approved by the assistant principal. Forms are available in the main office.

Grading Policy

Students earn grades based on concrete evidence of work production, classroom participation, and periodic testing. Regular attendance has a positive affect on students being successful in the classroom. The following scale is recommended for use at Sequim High School:

<u>Percent</u>	<u>Grade</u>	<u>Percent</u>	<u>Grade</u>
93 – 100	A	73 – 76	C
90 – 92	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	60 – 66	D
80 – 82	B-	0 – 59	F
77 – 79	C+		

Hall Passes

All students out of class or your direct supervision are required to have an appropriate pass with them at all times. Hall passes will be provided to you. Teachers are expected to use the passes provided and to fill in the following: student’s name, destination, time of departure, date and teacher signature.

Leaving the Building During School Hours

Teachers, who must leave the building for personal or school business, should notify the head secretary before leaving the building. In the case of personal business, a request to leave should first be directed to an administrator.

Leaving the Classroom

If you must go out of the classroom during the day, please make sure that another professional staff member covers your students. Clear through the office to let the secretary or administrator know where you will be and for how long.

DO NOT LEAVE YOUR STUDENTS UNATTENDED! THIS IS A CARDINAL SIN AND LEAVES YOU OPEN TO A LAWSUIT. *This is especially for coaches in the gym, weight room, play fields, and locker room. After practice or a game, a coach should be the last one out after he/she has made sure that everything is secure.*

Library

The SHS Library is a valuable resource for students and staff. Please adhere to the following when sending individual students, small groups, or your class to the library.

1. Teachers needing to bring their entire class to the library may arrange to do so by signing up with the librarian in advance. Assignments are granted on a first-come-first-serve basis.
2. Teachers are expected to supervise their class while they are in the library.
3. Individual students or small groups (2-3) may be sent to the library for research. Students should present a pass to the front desk assistant in the library.
4. **NO FOOD. NO DRINKS. NO HATS.**
5. Computers are for educational purposes. No games or e-mail.

Library Computer Lab Stations

All teachers are expected to adhere to the posted computer access procedures. Teachers are encouraged to plan for their classes to use the lab and are to remain and supervise when their class uses the lab. Individual students may be sent to the lab on a space available basis. Students sent to the lab should be accompanied with the appropriate hall pass.

Locks and Keys (Please see Lora)

Staff has definite responsibilities when keys are assigned to them.

- *Do not loan your keys.
- *Keys must never be left unattended
- *Students are not to be given keys.

Lockers

The locker combinations have all been changed this summer. Encourage students to lock their lockers at all times and not share the combinations with friends. If a lock is out of order, report it to the main office.

Personal Property

If you are using personal property in classroom instruction at school, please fill out a personal property form to be on file at the District Office.

School Climate

- Each of us should exhibit a positive, enthusiastic and caring attitude toward each other, our kids and our school.
- No whiners! Each of us should communicate openly and tactfully, identify problems early, then join together to work out the best solution possible. Always stay calm and make sure to disagree without being disagreeable.
- Each of us should be a cooperative team player. We must openly support each other, and be flexible, as we work together toward our established school goals.
- Each of us should treat information about our school (kids, staff, problems) in a professional manner. Don't gossip about school out of school! Always follow the district's chain of command to solve a problem.
- Nobody here is going to program you. Nobody is going to look over your shoulder to try and catch you doing something wrong. You are expected to be a self-starter and self-directed learner. Whatever your job, take the initiative to regularly and systematically analyze what you are doing, then sit down and build a plan to improve, personally and professionally.

Supplies

Specific instructional supplies are ordered through each department and stored in each department area.

Teacher Absences

1. Lesson Plans ~ Teachers should **plan ahead** and leave emergency lesson plans in an identifiable location for emergency cases. It is the teacher's responsibility to notify the head secretary of the location of lesson plans and seating charts for the substitute in all absence situations.
2. Unexpected Absences/Planned Absences ~ Teachers finding themselves unexpectedly unable to report or planning an absence for personal or school related business should request a substitute by logging on to www.substituteonline.com, or call Marilyn Walsh at the District Office (582-2360). The building secretary will provide you with the appropriate Absentee Report Form to be completed by you and turned in on the day of your return.

Teacher Assistants

The following guidelines are to be followed when working with teaching assistants:

1. Unless for special circumstances requiring administrative approval, a teacher will have only one teacher assistant per period.
2. The TA experience must be structured so that it is a sound educational experience.
 - TA's will not be used to do personal errands for teachers.
 - TA's will be supervised and directed at all times. TA's are not to hang around the office or library.
 - TA's will not be responsible for attendance for the teacher.
 - TA's will not provide classroom instruction in lieu of the teacher and should not be put in charge of the class.
3. No student may have more than one TA position/period without administrative approval.
4. TA's must be of either junior or senior status unless granted administrative approval.
5. Grading Procedures:
All TA positions will be pass/fail graded. No letter grade will be assigned. This status does not affect the student's grade point average. However, TA credit is still reflected on the student transcript and becomes a part of the total.
6. Staff members using TA's will show evaluation criteria affecting the pass/fail grading with their TA's.

Teacher Work Day

The regular teacher workday is from 7:30 a.m. to 3:00 p.m. each regular school day. A one-half hour, duty free lunch period will be provided. Unless involved in other required building or district business, teachers are to be available to students and parents at least one half hour before the beginning of class and at least one half hour after the closing of school in the afternoon.

Travel Requests

All transportation requests are processed through the District Office. Travel Request Forms requiring pertinent information and administrative approval are available from the building secretary. It is the teacher's responsibility to complete the form with the appropriate budget code and obtain the required administrative approval. Approved request forms will be returned to the teacher via district mail.

Volunteers

Volunteers are often a useful resource to the classroom. Teachers are encouraged to creatively use volunteers to assist their instruction where appropriate. A list of community resources and volunteers can be obtained by calling Karen Sande (ext. 260) at the District Office. An administrator should be notified of volunteer use in advance of their arrival. In all cases, after a volunteer has completed his/her service, you should notify the district's volunteer coordinator so proper credit and record of the volunteer service can be affected.

COMMUNICATION/PROCEDURES AND EXPECTATIONS

Daily Bulletin

Daily bulletin announcements are an integral part of the communication system here at SHS. Teachers are the key to this communication effort's success. The bulletin will be read each morning over the intercom at the start of first period. Teachers are expected to facilitate attentive behavior to all announcements and are encouraged to post the printed bulletin for their student's information. Please make a special effort to facilitate this communication opportunity for all students.

Bulletin announcement requests are to be submitted well written, concise announcements according to the following procedures:

1. Submit bulletins on the correct form only.
2. Submit bulletin requests no later than 12:30 p.m. for the inclusion in the following morning's printed bulletin.
3. Please attempt to keep messages short and to the point. Remember to include what, where and when.
4. Unless special circumstances apply, messages are limited to 3 days duration.

Building Council

The Building Council's primary function is to streamline communication and decision making. Members are selected by their colleagues in each department and are primarily responsible for the long range curriculum planning and coordination, departmental budgeting, discipline policy, master schedule building, and new staff selections. **Building Council** will meet the third Wednesday of each month.

Telephones

Internal Use: A telephone is provided in each classroom and the faculty room. Faculty/staff are welcome to use the phone for business purposes. Students are not to use the phone.

Long Distance Calls: Long distance calls for school related business is sometimes necessary. Unless for urgent reasons, faculty and staff are asked not to place long distance calls through use of their personal credit cards or calling cards. Your cooperation is appreciated.

Rumor Control

As in any organization of people, rumors will develop and persist. It is important for the health of the organization that staff who are affected by a rumor seek clarification and accuracy of any report by checking with the individual(s) involved. Administration may be an appropriate first-contact point to verify the accuracy of such reports. Communications at SHS will function smoothly when impressions and reactions are based upon fact rather than hearsay.

CO-CURRICULAR POLICY

Mission

Our mission for SHS co-curricular program is to provide an opportunity for our students to be involved with a quality program in a variety of activities which will enhance and support the academic program as well as promote emotional, physical, and social growth and development.

Academic Monitoring

Each teacher is to take part in the co-curricular program. Each season you will receive a list of students involved in the program. **Each Monday** you will turn a form into the Athletic Director by **11:00 a.m.** with students who are failing in your class. This will determine who is eligible for practice or playing times that week.

Activity Assignment

A list of all activities and their advisors is included in this handbook.

Co-Curricular Supervision

All personnel are encouraged to attend school activities. Interest demonstrated in the total student often rewards and enhances the classroom performance.

Student Activities/School Calendar

The Assistant Principal and the Activity Coordinator direct student activities and our school calendar. Organization meetings, dances, spending, school activities, fund-raisers, etc. need to be scheduled on the master calendar before the event. This should be completed at least one week in advance.

GUIDANCE AND COUNSELING

The purpose of the Guidance Department is to help people. While the primary emphasis is on guidance, it encompasses individual student needs and problems. Teachers and counselors working together can do much to prevent problems from developing. Student records are kept in the guidance office for this purpose. They are available to both teachers and parents.

Document Shredding

A document shredder is located in the counseling area and the main office. Documents containing specific student information such as grades, attendance record, or disciplinary record, must be shredded before discarding.

Parent Conference/Staffing

Parent conferences and staffing are useful tools in assisting the progress of individual students. Parents, administrators, counselors, or teachers may request them. Typically, such conferences and staffing are conducted from 7:30 to 7:55 a.m. or from 2:35 to 3:00 p.m. Individual conferences may be scheduled during the teacher's planning period. Teachers should come to conferences and staffing prepared to share the following when appropriate:

1. A general assessment of the student's academic progress to date.
2. A general assessment of the student's behavior while under your supervision.
3. Current attendance records.
4. Current grade book entries.
5. Other observations or reports pertinent to the student and situation.

Class Transfer Guidelines

Student's schedules will be changed only when the following circumstances apply:

1. The student requests the change within the first 5 days of the 1st semester, or the first 3 days of the 2nd semester. Such requests must be based on inappropriate placement due to computer error, incorrect recommendation, lack of student pre-requisites, etc.
2. Teacher, counselor, administrator recommendations may result in student transfers at any time during a grading period when it is clear the transfer will be in the best interest of the student.

Teachers Role in Guidance

Our counselors do not preclude any of us as teachers, the privileges and responsibilities of being an effective guide for our students. Perhaps some of our greatest opportunities as teachers come during the unplanned moments as we talk with students informally. Each teacher should become familiar with the school program, courses offered, college requirements, etc. Taking time with individuals pays dividends. Should urgency necessitate a teacher's seeing a student while they have a planning period, the teacher may arrange for such a conference through an administrator.

Student Referral

Teachers may refer students to the counselors by writing a note to their counselor indicating the concern and leaving it with the counseling secretary or by making direct contact with a counselor. When allowing students to go to the counseling area the following guidelines should be adhered to:

1. Emergency circumstances may occur. Contact the counseling office and notify them that you are sending a student to the counseling area with an emergency need. The student should be accompanied with a reliable student escort and the appropriate pass.
2. Students are not to be released from class time to go to the counseling area to make appointments. Appointments should be made during non-class time.
3. The counselors will give students, who are to be released from class for an appointment with a counselor, or for group sessions, an appropriate and approved pass. Do not release students to appointments without this form.

Multi-Discipline Teams

All special education students who's Individual Education Plans (IEP) may be impacted must first have their situation reviewed by an MDT. A standing MDT meets regularly each week and as needed in other circumstances. Teachers with concerns may participate in the MDT.

Transcripts and Records

Transcripts and testing results are stored and maintained by the counseling secretary. Teachers who may have needed to review appropriate documents should contact her in the counseling area.

ATTENDANCE PROCEDURES AND EXPECTATIONS

Student Attendance Reporting

As per state law and board policy, each teacher is expected to maintain a class record book documenting daily student attendance for all students enrolled in that teacher's classes. All teachers are also expected to report attendance to the attendance office.

While it is understood that human error will occur, the accuracy of daily period reporting in computer reports to parents is dependent upon reliable teacher reporting.

Attendance Procedures

- Recording ~** Attendance will be taken during the first fifteen minutes of class.
1 – 5 Minutes ~ Tardy. Dealt with by the teacher. Do not send to the office.
6 – 10 Minutes ~ Extended Tardy /Unexcused. Send to attendance office for note.
10 – 55 Minutes ~ Truant if they arrive without a note from the attendance office. Mark absent.
{A} = Absent, {T} = Tardy, {A} and {T} = Tardy
- Returning Students**
Students returning from an absence must present an attendance office admit slip to each teacher at the beginning of each period. Students attempting to enter without an admit slip, should be given a pass and sent immediately to the attendance office. Admit slips will be recorded as excused/unexcused or truant.
- Tardy** ~ Teachers will handle the first 5 tardies per student; any additional will be referred to the office. Showing progression (suggest 1st & 2nd warning, 3rd 1 detention, 4th & 5th 2 detentions and parent contact.)

Attendance letters will be sent home. More that 10 absences (NOT including school-related activities) could result in loss of credit if student is failing and not likely to pass the class.

- Detaining Students**
Teachers, who find a need to detain a student for a few minutes past the bell, will send the student to their next class with a pass. If more time is needed with the student, an appointment should be made for a later time and the student sent on to class.

DISCIPLINE PROCEDURES AND EXPECTATIONS

Student Conduct

Student discipline is everyone's responsibility at SHS. Basic expectations of all students and the disciplinary measures and procedures appropriate, have been detailed in the student handbook. These expectations address rules and regulations for the building, make-up work during absences due to discipline, basic classroom behavior expectations (including required supplies and materials, and tardiness, etc.) and other pertinent expectations and procedures pertinent to student behavior. Please consult that section for specifics not covered here.

First period teachers will distribute a copy of the student handbook to each of their 1st period students. Students will acknowledge their receipt with a signature on appropriate form. Please submit complete list to the building secretary by the end of the first week of school.

Classroom Expectations – Grading Procedures – Syllabus

All teachers are expected to distribute to each student copies of their individual Classroom Expectations, Grading Procedures, and Syllabus by the third day of class. Copies also should be provided to the administrator by the 3rd day of class. Classroom Expectations should also be posted in the classroom. You are encouraged to reflect the impact of attendance on grades in your grading system, e.g. allot points for participation in lectures or activities each day attended, etc.

Dealing with Drugs/Alcohol

When a teacher suspects a student may be under the influence, or in possession of an illegal substance, the teacher should notify an administrator. This may be done by walking the student to the office or, if the teacher has a classroom of students, by sending another student with the simple message that "an administrator is needed," or by use of the phone. A student under suspicion should never be left unattended or sent to the office unassisted.

General Student Discipline Procedure

When a student behavioral problem arises, of a non-emergency nature, the instructor should utilize the following progressive procedures:

1. **Private Discussion** ~ Notify the student of her/his inappropriate behavior. Let the student know precisely what your expectations are; what you will tolerate and what is unacceptable. Allow her/him opportunity for input at this stage. If behavior is severe, contact an administrator. Document.
2. **Call to Parent** ~ Call the parent/guardian when/if a conference with the student has not modified the behavior and before a more serious problem arises. The parent will respond more positively if he/she is involved in the problem solving. Advice of the next steps in the procedure. Document.
3. **Teacher Designed Intervention** ~ Issue a teacher designed intervention (detention, etc.) to be served under the supervision of the instructor. This does not need to involve much discussion unless it appears necessary. Document. Additional steps that can be effective and should be considered are:
 - a) Referral to counselor
 - b) Additional detention
 - c) Request for parent conference. (Document all contacts.)
4. **Referral to an Assistant Principal or Designee** ~ Notify the office of your need for assistance. Deny the student access to the classroom for the remainder of the period (send to office). Provide the Assistant Principal or Designee with copies of the documentation if you have not done so previously. Depending upon the severity of the problem, the Assistant Principal may:
 - a) Confer with teacher/student/parent or guardian
 - b) Assign the student after school detention
 - c) Assign the student to in-school suspension
 - d) Issue a short term suspension from class or school
5. **Removal of the Student** ~ Depending on the severity, the student may be removed from the classroom or school with a failing grade.

Detention

In accordance with state law, you may require students to serve detention for disciplinary or other sound reasons. If a student rides a school bus, this does not excuse him/her from serving detention. However, in accordance with board policy and administrative guidelines, reasonable provisions should be made to contact parents and arrange for the transportation issue. We do have a second bus that transports elementary students home. Students must be given 24 hours notice prior to serving a detention and under most circumstances this detention should be served with the teacher who assigned the detention in his/her classroom.

The exception would be teachers having coaching responsibilities and/or district school meetings. In such cases, teachers must arrange for a student to complete detention with an Assistant Principal or Designee.

Students who fail to serve detention assigned, should be referred to the office for assignment to After School Detention or Saturday School for insubordination.

Four Ways to Lose the Respect of Students

1. **Threatening** ~ Threats set price on disobedience. If the student is willing to pay the price, he disobeys. There is always the danger that a threat will overstep the bounds of reason. Designed to instill fear, it fails to dissuade, and then he who threatens is in trouble. If he doesn't carry out the threat, he weakens his authority. If he does, he loses respect.
2. **Inconsistency** ~ A person is inconsistent when he punishes one student for an offense and lets another go unpunished for the same offense. Inconsistency goes hand in hand with unfairness and indecision.

3. **Showing Temperament** ~ The adult who lets his feelings come to the surface every time things do not flow smoothly, is in danger of losing the students' respect. In one major survey of students' opinion, they indicated they have little regard for a person who "flies off the handle" or who is unpredictable and is either hard-boiled or overly sweet.
4. **Belittling** ~ Make fun of a student, his work, his friend, his goals, his possessions, and you become smaller in the student's eyes. Belittling can take many forms; the worst of which is the disgrace of a student before his fellow pupils. This may also be considered harassment.

REPORTING AND ACCOUNTING

Book Records

Please submit your booklists and numbers to the building secretary during the first week of school and the first week of second semester. This will help facilitate our fine and withdrawal process.

Claim for Expenses

Faculty and staff who wish reimbursement for expenses incurred while conducting school business, may do so by requesting a **Reimbursement Form** from the office, completing it, and returning it to Mrs. Peterson. Staff members are reminded that receipts must be submitted with the Reimbursement Form when it is returned. **Travel request** and **purchase orders** should be completed and approved **prior** to spending any funds.

Fines

Teachers are expected to report all fines and student charges to the building secretary before the end of each grading term (semester). Teachers and coaches must keep record of student fines and returns, etc. as their records are the final arbiters over disputes. Student records will be held until their fines are paid.

Quarter and Semester Grades

You will be provided with the appropriate instructions for completion according to the schedule included in this section of your handbook. Grades are to be marked accordingly. The computer, according to the daily reports each teacher submits, will do attendance recording. Teachers are still required to keep attendance records to turn in with grade book at year's end.

Comments

Computer generated comments are to be recorded. Teachers are encouraged to make comments explaining appropriate factors on all students. Positive comments are encouraged. If you would like a comment added to the comment request list, please notify the counseling secretary. Any student who receives a failing grade should be given a comment.

ASB Purchase Orders

Teachers needing **ASB budget purchase orders** start and end the process through the ASB Bookkeeper in the main office. Students may be given the responsibility of requesting the forms; however, teacher and administrative approval signatures are required. All ASB purchase orders must be processed through the ASB.

Purchase Order Requisition

Purchase order requests from the general building budget may be made through the ASB bookkeeper. The teacher requiring the purchase order will be able to account for all necessary forms, at her office, in one stop inmost occasions. Purchase orders are not complete until they receive administrative approval.



WASHINGTON STATE CODE OF PROFESSIONAL CONDUCT FOR EDUCATION PRACTITIONERS

Teachers | Educational Staff Associates | Administrators





OFFICE OF PROFESSIONAL PRACTICES

The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline, of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may receive a letter of concern, be reprimanded, or their license to practice may be suspended or revoked.

The Office of Professional Practices also reviews charges that an applicant for or the holder of professional certification lacks good moral character or personal fitness. These standards are set forth in WAC 181-86-013 and address commission of criminal acts and other behavior which endanger children, colleagues, or other staff. Commission of criminal acts may not be directly related to professional conduct, but they do reflect upon the individual's worthiness and ability to serve as a professional educator.

Requests for additional information may be addressed to:
Office of Professional Practices
Office Of Superintendent of Public Instruction
Old Capitol Building, PO Box 47200
Olympia, WA 98504-7200

CODE OF PROFESSIONAL CONDUCT CHAPTER 181-87 WAC

WAC 181-87-005 PURPOSE

The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, nonrenewal of contracts, or other adverse change in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, nonrenewal of contracts, or other employment action by employers of education practitioners.

WAC 181-87-010 PUBLIC POLICY GOALS OF CHAPTER

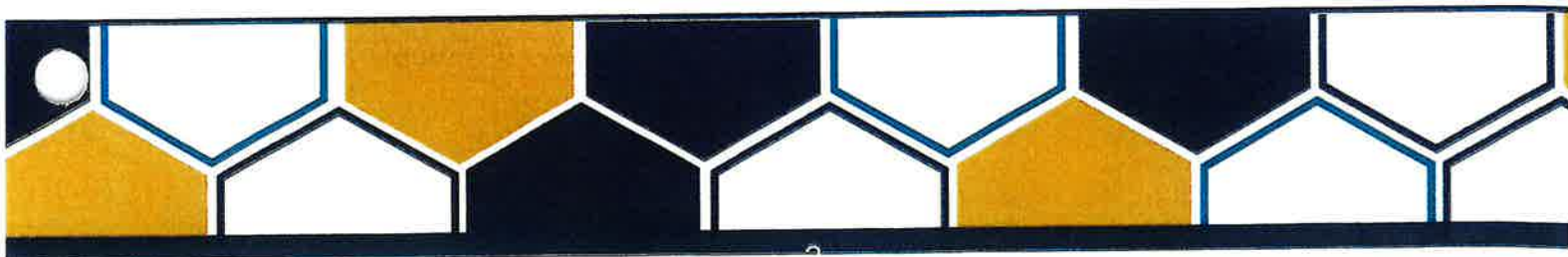
The public policy goals of this chapter are as follows:

1. To protect the health, safety, and general welfare of students within the state of Washington.
2. To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
3. To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable under the provisions of chapter 181-86 WAC.

PROFESSIONAL ACCOUNTABILITY

WAC 181-87-015 ACCOUNTABILITY FOR ACTS OF UNPROFESSIONAL CONDUCT

Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct under the provisions of chapter 181-86 WAC.



ADMINISTRATIVE PROVISIONS

WAC 181-87-020 APPLICABILITY OF CHAPTER TO PRIVATE CONDUCT

As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 181-87-025 EXCLUSIVITY OF CHAPTER

No act, for the purpose of this chapter, is defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 181-87-035 EDUCATION PRACTITIONER DEFINITION

As used in this chapter, the term "education practitioner" means any certificate holder licensed under Title 181 WAC of the professional educator standards board to serve as a certificated employee, or any person serving in a position for which certification is required under Title 181 WAC of the professional educator standards board.

WAC 181-87-040 STUDENT DEFINITION

As used in this chapter, the term "student" means the following:

1. Any student who is under the supervision, direction, or control of the education practitioner.
2. Any student enrolled in any school or school district served by the education practitioner.
3. Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
4. Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but it not limited to drop outs, graduates, and students who transfer to other districts or schools.

WAC 181-87-045 COLLEAGUE DEFINITION

As used in this chapter, the term "colleague" includes a certificated educator or any individual employed on a permanent or temporary basis.



ACTS OF UNPROFESSIONAL CONDUCT

WAC 181-87-050 MISREPRESENTATION OR FALSIFICATION IN THE COURSE OF PROFESSIONAL PRACTICE

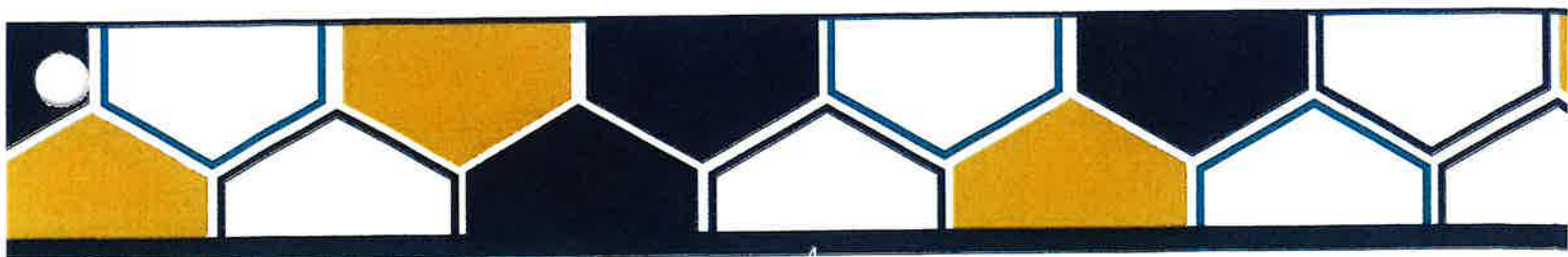
Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

1. Statement of professional qualifications.
2. Application or recommendation for professional employment, promotion, certification, or an endorsement.
3. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
4. Representation of completion of in-service or continuing education credit hours.
5. Evaluations or grading of students and/or personnel.
6. Financial or program compliance reports submitted to state, federal, or other governmental agencies.
7. Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
 - a. Good moral character or personal fitness.
 - b. Acts of unprofessional conduct.
8. Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.
9. Assessments leading to certification.
10. An education practitioner who aids, encourages, and/or abets another educator in any falsification or deliberate misrepresentation, including omission, of a material fact in conjunction with the acts listed above commits misrepresentation in the course of professional practice.

WAC 181-87-055 ALCOHOL OR CONTROLLED SUBSTANCE ABUSE

Unprofessional conduct includes:

1. Being under the influence, as defined in RCW 46.61.506, of alcohol, marijuana or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:



- a. Notification to the education practitioner by their employer of concern regarding alcohol or substance abuse affecting job performance;
 - b. A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
 - c. The education practitioner has had a reasonable opportunity to obtain such assistance.
2. The possession, use, or consumption on school premises or at a school sponsored activity of a Schedule 1 controlled substance, as defined by the state pharmacy quality assurance commission, or a Schedule 2 controlled substance, as defined by the state pharmacy quality assurance commission, without a prescription authorizing such use.
 3. The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.
 4. The possession of marijuana or marijuana-infused product on school premises or at a school sponsored activity involving students if such possession violates Washington law or is contrary to written policy of the school district or school building.
 5. The use or consumption of marijuana or marijuana-infused product on school.

WAC 181-87-060 DISREGARD OR ABANDONMENT OF GENERALLY RECOGNIZED PROFESSIONAL STANDARDS

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

1. Assessment, treatment, instruction, or supervision of students.
2. Employment or evaluation of personnel.
3. Management of moneys or property.

WAC 181-87-062 DIGITAL COMMUNICATION

1. Unprofessional conduct includes inappropriate digital communication with a student including, but not limited to: Cell phone, text messaging, email, instant messaging, blogging, or other social media or social network communication.
2. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:



- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly, or the educator attempted to conceal the communication;
- d. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship, was sexually explicit, or involved discussion of the sexual history, activities, or preferences of either the educator or the student.

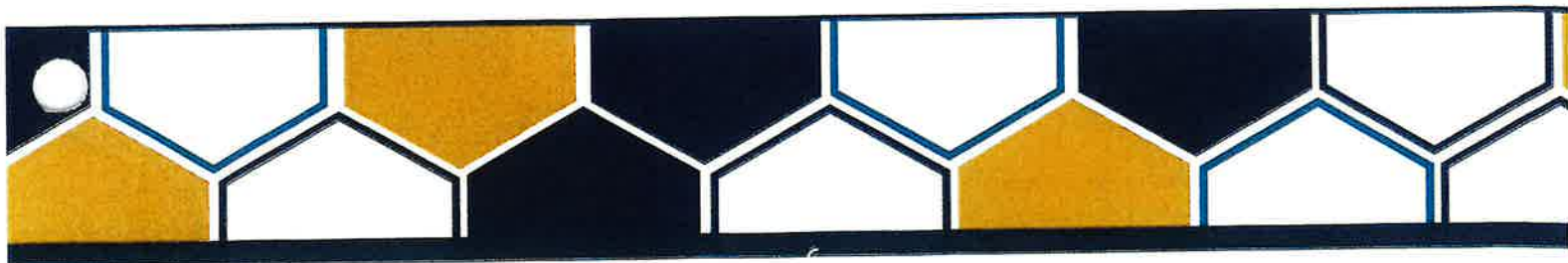
WAC 181-87-065 ABANDONMENT OF CONTRACT FOR PROFESSIONAL SERVICES

Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

1. An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
2. Professional service contract.

WAC 181-87-070 UNAUTHORIZED PROFESSIONAL PRACTICE

1. Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.
 - a. The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the professional educator standards board when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.
 - b. The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.
 - c. The practice with an expired, lapsed, suspended, surrendered, or revoked certificate in a position for which certification is required under Title 181 WAC of the professional educator standards board.



- d. The failure of an education practitioner to abide by the conditions within an agreement, executed under WAC 181-86-160, to not continue or to accept education employment.
 - e. The failure of an education practitioner to comply with any condition, limitation, or other order or decision entered under chapter 181-86 WAC.
2. For the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

WAC 181-87-080 SEXUAL MISCONDUCT WITH STUDENTS

As used in this chapter, "sexual misconduct with students" means:

1. Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:
 - a. Any sexual advance, verbal or physical;
 - b. Sexual intercourse as defined in RCW 9A.44.010;
 - c. Indecent exposure as defined in RCW 9A.88.010;
 - d. Sexual contact, i.e., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;
 - e. Engaging in sexual grooming of a student, such as befriending and/or establishing a connection with a student or a student's family to lower the student's inhibitions for the purpose of a sexual relationship.
2. The provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

WAC 181-87-085 FURNISHING ALCOHOL OR CONTROLLED SUBSTANCE TO STUDENTS

Unprofessional conduct includes the illegal furnishing of alcohol or a controlled substance, as defined in chapter 69.50 RCW, to any student by an education practitioner.

WAC 181-87-090 IMPROPER REMUNERATIVE CONDUCT

Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

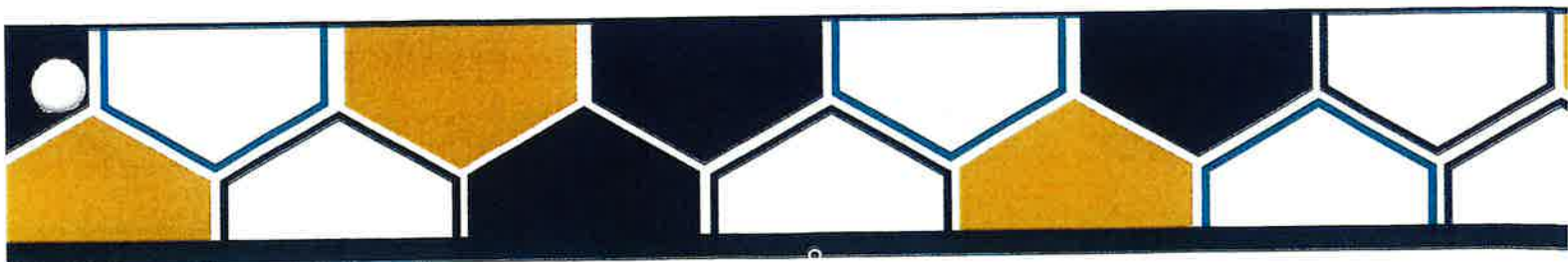


WAC 181-87-093 FAILURE TO ASSURE THE TRANSFER OF STUDENT RECORD INFORMATION OR STUDENT RECORDS

The failure of a principal or other certificated chief administrator of a public school building to make a good faith effort to assure compliance with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

WAC 181-87-095 FAILURE TO FILE A COMPLAINT

The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint under WAC 181-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.



GOOD MORAL CHARACTER AND PERSONAL FITNESS CHAPTER 181-86 WAC

WAC 181-86-011 VALID CERTIFICATE REQUIRED

Persons serving as teachers in the public or private schools or as principals or educational staff associates in public schools under chapter 181-79A WAC and in career and technical education positions under chapter 181-77 WAC shall hold certificates authorized by the professional educator standards board for service in the respective roles as required by statute or rules of the professional educator standards board.

Any certificate issued under chapter 181-77 or 181-79A WAC or previous standards of the professional educator standards board shall entitle the holder thereof to be employed by a public or nonpublic school for the performance of duties encompassed by the type of certificate as specified in WAC 181-79A-140 if such certification is required by statute or rules of the professional educator standards board, unless such certificate is under suspension or until such certificate expires, lapses, or is revoked or surrendered.

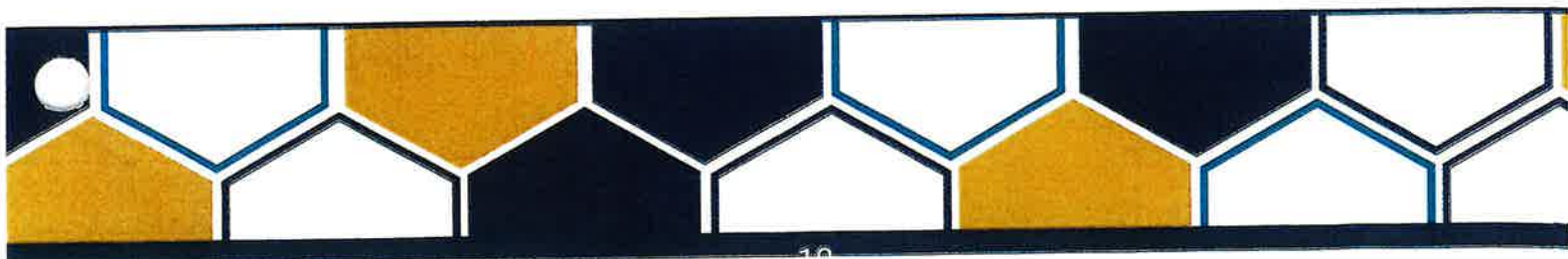
WAC 181-86-013 GOOD MORAL CHARACTER AND PERSONAL FITNESS DEFINITION

As used in this chapter, the terms "good moral character and personal fitness" means character and personal fitness necessary to serve as a certificated employee in schools in the state of Washington, including character and personal fitness to have contact with, to teach, and to perform supervision of children. Good moral character and personal fitness includes, but is not limited to, the following as described in RCW 28A.400.322:

1. No conviction or plea of guilty to any felony crime occurring after July 23, 1989, and before July 26, 2009, involving:
 - a. The physical neglect of a child under chapter 9A.42 RCW;
 - b. The physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, except motor vehicle violations under chapter 46.61 RCW;
 - c. Sexual exploitation of a child under chapter 9.68A RCW;



- d. Sexual offenses under chapter 9A.44 RCW where a minor is the victim;
 - e. Promoting prostitution of a minor under chapter 9A.88 RCW;
 - f. The sale or purchase of a minor child under RCW 9A.64.030;
 - g. Violation of laws of another jurisdiction that are similar to those specified in a. through f. of this subsection.
2. No conviction or plea of guilty to any felony crime, including attempts, conspiracies, or solicitations to commit a felony crime, occurring on or after July 26, 2009, involving:
- a. A felony violation of RCW 9A.88.010, indecent exposure;
 - b. A felony violation of chapter 9A.42 RCW involving physical neglect;
 - c. A felony violation of chapter 9A.32 RCW;
 - d. A violation of RCW 9A.36.011, assault 1; RCW 9A.36.021, assault 2; RCW 9A.36.120, assault of a child 1; RCW 9A.36.130, assault of a child 2; or any other felony violation of chapter 9A.36 RCW involving physical injury except assault 3 where the victim is eighteen years of age or older;
 - e. A sex offense as defined in RCW 9.94A.030;
 - f. A violation of RCW 9A.40.020, kidnapping 1; or RCW 9A.40.030, kidnapping 2;
 - g. A violation of RCW 9A.64.030, child selling or child buying;
 - h. A violation of RCW 9A.88.070, promoting prostitution 1;
 - i. A violation of RCW 9A.56.200, robbery 1; or
 - j. A violation of laws of another jurisdiction that are similar to those specified in a. through i. of this subsection.
3. No conviction of any crime within the last ten years, including motor vehicle violations, which would materially and substantially impair the individual's worthiness and ability to serve as a professional within the public and private schools of the state. In determining whether a particular conviction would materially and substantially impair the individual's worthiness and ability to practice, the following and any other relevant considerations shall be weighed:
- a. Age and maturity at the time the criminal act was committed;
 - b. The degree of culpability required for conviction of the crime and any mitigating factors, including motive for commission of the crime;
 - c. The classification of the criminal act and the seriousness of the actual and potential harm to persons or property;
 - d. Criminal history and the likelihood that criminal conduct will be repeated;



- e. The permissibility of service as a professional educator within the terms of any parole or probation;
 - f. Proximity or remoteness in time of the criminal conviction;
 - g. Any evidence offered which would support good moral character and personal fitness;
 - h. If this subsection is applied to a person certified under the laws of the state of Washington in a suspension or revocation action, the effect on the education profession, including any chilling effect, shall be weighed; and
 - i. In order to establish good moral character and personal fitness despite the criminal conviction, the applicant or education practitioner has the duty to provide available evidence relative to the above considerations. The superintendent of public instruction has the right to gather and present additional evidence which may corroborate or negate that provided by the applicant or education practitioner.
4. No behavioral problem which endangers the educational welfare or personal safety of students, teachers, colleagues, or other affected persons within the educational setting.
 5. No practice within the state of Washington within the previous five school years with an expired, lapsed, suspended, surrendered, or revoked certificate in a professional position for which certification is required under the rules of the professional educator standards board.
 6. For the purpose of this section "child" means a minor as defined by the applicable state or federal law.
 7. For the purpose of this section "conviction" shall include a guilty plea.

WAC 181-86-014 GOOD MORAL CHARACTER AND PERSONAL FITNESS CONTINUING REQUIREMENT

The good moral character and personal fitness requirement of applicants for certification under the laws of the state of Washington is a continuing requirement for holding a professional educational certificate under rules of the professional educator standards board.



DISCIPLINARY ACTIONS | APPEAL PROCESS | PUBLIC NOTICE

WAC 181-86 ACTIONS BY THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION FOR ACTS OF UNPROFESSIONAL CONDUCT AND/OR LACK OF GOOD MORAL CHARACTER AND PERSONAL FITNESS

Order of Dismissal: The Office of Superintendent of Public Instruction will take no disciplinary actions; the case is dismissed without prejudice.

Order of Reprimand: Orders the certificate holder not to continue or repeat the conduct or lack good moral character or personal fitness. The certificate remains valid unless expires/lapses.

Order of Suspension: Suspends the education practitioner from practicing for a stated period of time. Such order may contain a requirement that the certificate holder fulfill certain conditions precedent to resuming professional practice and certain conditions subsequent to resuming professional practice.

Order of Revocation: An order revoking the certificate(s) of the education practitioner.

Voluntary Surrender: A holder of a certificate who has not received a final order for revocation may voluntarily surrender their certificate to the Office of Superintendent of Public Instruction if the certificate holder believes they might be ineligible to hold a certificate for any reason which is or might constitute grounds for a revocation of the certificate other than a conviction of a felony crime states within WAC 181-86-013(1).

Denial Order: A conclusion of law that the applicant does not qualify for the certificate, including renewal and reinstatement, or endorsement request.



WAC 181-86-170 BURDEN AND STANDARD OF PROOF

The following burden and standard of proof shall be applicable:

1. If an application for certification or reinstatement has been denied for lack of good moral character or personal fitness, the evidence submitted by the applicant must prove by clear and convincing evidence that he or she is of good moral character and personal fitness or the application will be denied.
2. In a suspension or revocation proceeding, the superintendent of public instruction must prove by clear and convincing evidence that the education practitioner is not of good moral character or personal fitness or has committed an act of unprofessional conduct.
3. In all other proceedings, including reprimand, the standard of proof shall be a preponderance of evidence.

WAC 181-86-140 APPEAL - GENERAL

Any person who applies directly to the superintendent of public instruction for a certificate, particular endorsement, certificate renewal, or certificate reinstatement whose application is denied or any person who is notified that their certificate is suspended or revoked or that a reprimand order has been issued shall be advised that they are entitled to appeal that decision to the superintendent of public instruction if they follow the procedures established in this chapter.

The appeal procedure may not be used to seek reinstatement of a certificate if that certificate has been revoked in the preceding twelve months by the superintendent of public instruction.

The appeal procedure to the superintendent of public instruction consists of two levels, one informal and one formal. The use of the informal level is a condition precedent to use of the formal level. In addition, RCW 34.05.570 provides for judicial review of such decisions.

WAC 181-86-145 APPEAL PROCEDURE - INFORMAL SPI REVIEW

Any person who appeals the decision or order to deny ((his or her)) their application, the issuance of a reprimand, or the order to suspend or revoke ((his or her)) their certificate must file a written notice with the superintendent of public instruction within thirty calendar

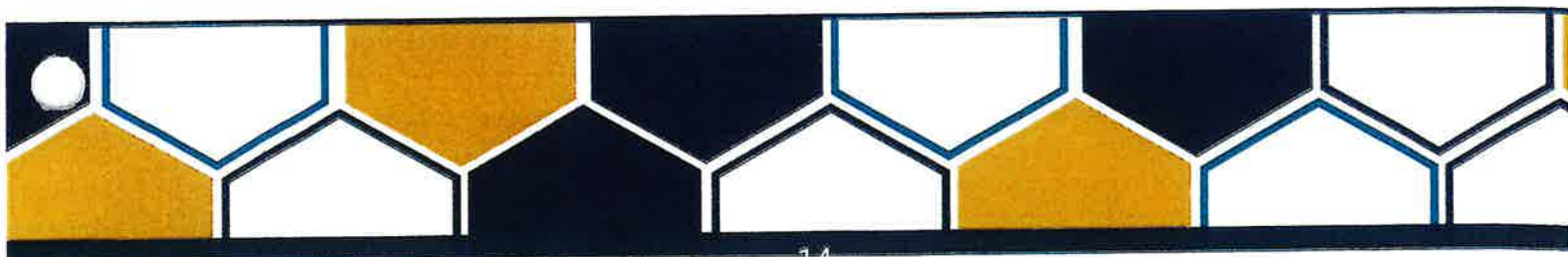


days following the date of postmarked mailing or other notification, whichever is earlier, from the section of the superintendent of public instruction's office responsible for certification of the decision or order. A written notice of appeal is deemed filed upon actual receipt during office hours by the section of the superintendent of public instruction's office responsible for certification of the decision or order.

The written notice must set forth the reasons why the appellant believes their application should have been granted or why their certificate should not be suspended or revoked, or why the reprimand should not be issued whichever is applicable.

Following timely notice of appeal, the superintendent of public instruction shall appoint a review officer who shall proceed as follows:

1. If the appeal does not involve good moral character, personal fitness, or unprofessional conduct, the review officer shall review the application and appeal notice and may request further written information including, but not limited to, an explanation from the person or persons who initially reviewed the application of the reason(s) why the application was denied. If the review officer deems it advisable, they shall schedule an informal meeting with the appellant, the person or persons who denied the application, and any other interested party designated by the review officer to receive oral information concerning the application. Any such meeting must be held within thirty calendar days of the date of receipt by the superintendent of public instruction of the timely filed appeal notice.
2. If the appeal involves good moral character, personal fitness, or acts of unprofessional conduct, the review officer shall schedule an informal meeting of the applicant or education practitioner, the office of superintendent of public instruction, and/or counsel for the applicant or education practitioner with the admissions and professional conduct advisory committee. Such meeting shall be scheduled in accordance with the calendar of meetings of the advisory committee. However, the notice of appeal must be received at least thirty calendar days in advance of a scheduled meeting.
3. Send by certified mail a written decision (i.e., findings of fact and conclusions of law) on the appeal within thirty calendar days from the date of post-marked mailing the timely filed appeal notice or informal meeting, whichever is later. The review officer may uphold, reverse, or modify the decision to deny the application, the order to reprimand, or the order to suspend or revoke the certificate.



4. The timelines stated herein may be extended by the review officer for cause.
5. In the case of an action for suspension or revocation of a certificate, the review officer, if so requested by an appellant, shall delay any review under this section until all quasi-judicial administrative or judicial proceedings (i.e., criminal and civil actions), which the review officer and the appellant agree are factually related to the suspension or revocation proceeding, are completed, including appeals, if the appellant signs the agreement stated in WAC 181-86-160. In requesting such delay, the appellant shall disclose fully all pending quasi-judicial administrative proceedings in which the appellant is involved.
6. Forms of written notice accepted will be as published by the superintendent of public instruction.

WAC 181-86-150 APPEAL PROCEDURE - FORMAL SPI REVIEW

Formal appeals to the superintendent of public instruction shall be provided as follows:

1. Any person who has filed an appeal in accordance with WAC 181-86-140 and desires to have the decision of the review officer formally reviewed by the superintendent of public instruction may do so. To instigate review under this section, a person must file a written notice with the superintendent of public instruction within thirty calendar days following the date of post-marked mailing of the review officer's written decision. A written notice of appeal is deemed filed upon actual receipt during office hours by the section of the superintendent of public instruction's office responsible for certification of the decision or order.
2. For purposes of hearing an appeal under this section, the superintendent of public instruction shall conduct a formal administrative hearing in conformance with the Administrative Procedure Act, chapter 34.05 RCW. The superintendent of public instruction, in carrying out this duty, may contract with the office of administrative hearings under RCW 28A.300.120 to hear a particular appeal. Decisions in cases formally appealed under this section may be made by the administrative law judge selected by the chief administrative law judge if the superintendent of public instruction delegates this authority under RCW 28A.300.120.
3. The decision of the superintendent of public instruction or the administrative law judge, whichever is applicable, shall be sent by certified mail to the appellant's last known



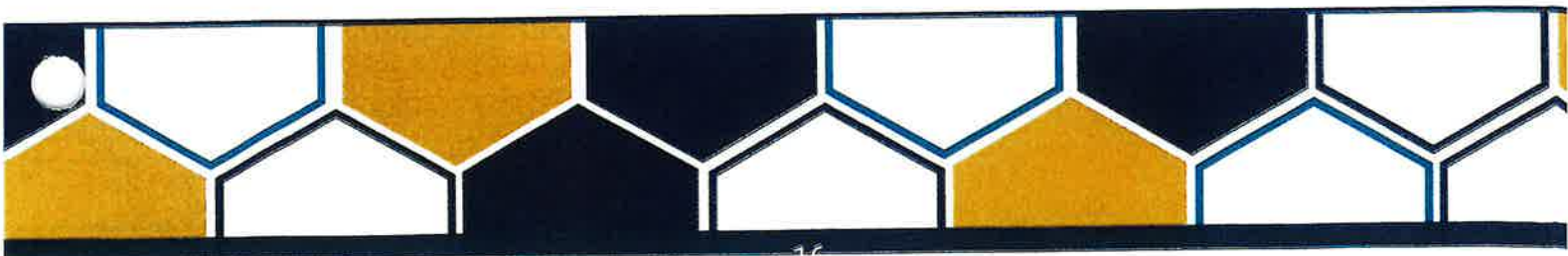
address and if the decision is to reprimand, suspend, or revoke, the appellant shall be notified that such order takes effect upon signing of the final order.

The superintendent of public instruction or the administrative law judge, whichever is applicable, may uphold, reverse, or modify the decision to deny the application, the order to reprimand, or the order to suspend or revoke the certificate.

4. Forms of written notice accepted will be as published by the superintendent of public instruction.

WAC 181-86-185 PUBLIC NOTICE AND REPORT

The superintendent of public instruction shall notify all other states whenever an applicant has been denied a certificate for failure to possess good moral character or personal fitness or whenever a certificate has been suspended, surrendered, or revoked and shall provide the full name and certificate number, if applicable, to the agency responsible for certification in each state. The superintendent of public instruction shall notify appropriate public or private school officials within the state the name and certification number of all education practitioners whose certificates have been suspended, surrendered, or revoked.



HOW TO FILE A COMPLAINT?

HOW TO FILE A COMPLAINT AGAINST A SCHOOL EMPLOYEE

A written complaint must first be filed with the school district superintendent, educational service district superintendent, or the private school administrator, stating the grounds and factual basis for the complaint.

The Office of Superintendent of Public Instruction has authority to investigate certificated school district employees for acts of unprofessional conduct or lack of good moral character or personal fitness. When an educational service district superintendent, school district superintendent, or the chief administrator of an approved private school possess sufficient reliable information to believe a certificated employee within such educational service district, school district or private school is not of good moral character or personally fit or has committed an act of unprofessional conduct (WAC 181-87), such superintendent or chief administrator, within a reasonable period of time after making such determination, shall file a written complaint with the Office of Superintendent of Public Instruction.

COMPLAINTS ALLEGING PHYSICAL ABUSE OR SEXUAL MISCONDUCT RCW 28A.410.090 (2)

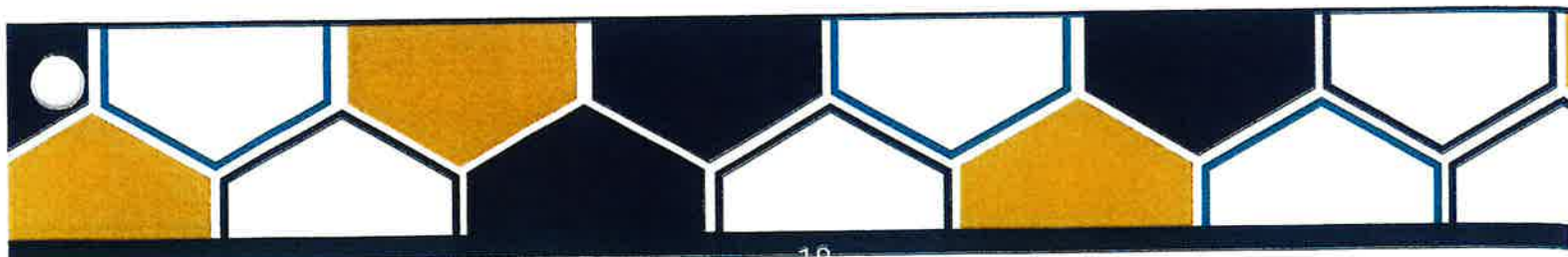
A parent or another person may file a written complaint with the superintendent of public instruction alleging physical abuse or sexual misconduct by a certificated school employee if:

1. The parent or other person has already filed a written complaint with the educational service district superintendent concerning that employee;
2. The educational service district superintendent has not caused an investigation of the allegations and has not forwarded the complaint to the superintendent of public instruction for investigation; and
3. The written complaint states the grounds and factual basis upon which the parent or other person believes an investigation should be conducted.



WAC 181-86-110 DUTY OF ESD SUPERINTENDENT, DISTRICT SUPERINTENDENT AND PRIVATE SCHOOL ADMINISTRATOR TO FILE COMPLAINTS

1. When an educational service district superintendent, a district superintendent, chief administrative officer of a charter school, or the chief administrative officer of an approved private school possesses sufficient reliable information to believe that a certificated employee within such district or approved private school is not of good moral character or personally fit or has committed an act of unprofessional conduct, such superintendent or chief administrative officer, within a reasonable period of time of making such determination, shall file a written complaint with the superintendent of public instruction.
2. If an educational service district, charter school, or school district is considering action to discharge an employee of such district, the educational service district, charter school, or school district superintendent need not file such complaint until ten calendar days after making the final decision to serve or not serve formal notice of discharge.



MANDATORY REPORTING

MANDATORY REPORTING (RCW 26.44.030)

When any professional school personnel has reasonable cause to believe that a child has suffered abuse or neglect, he or she SHALL report such incident or cause a report to be made to the proper law enforcement agency or to the Department of Social and Health Services within 48 hours.

DUTY TO REPORT PHYSICAL ABUSE OR SEXUAL MISCONDUCT BY SCHOOL EMPLOYEES (RCW 28A.400.317)

A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall report such abuse or misconduct to the appropriate school administrator. The school administrator shall cause a report to be made to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW 26.44.030. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.



OFFICE OF PROFESSIONAL PRACTICES
Office of Superintendent of Public Instruction
Old Capitol Building, PO Box 47200
Olympia WA, 98504-7200

Field Trip Checklist

(Regarding Health Services notice)

One (1) week in advance: Confirm with the school nurse (or health room staff) if any students will need medication.

One (1) day in advance: Pick up the First Aid Kit. (This also provides you with a great opportunity to review field trip medication administration protocol and be trained in the use of EpiPen if needed. If you need to be trained in medication administration please notify the school nurse in advance.)

Day of the trip: Pick up student medications.



School Field Trip Procedures



EDUCATIONAL
SERVICE
DISTRICT 112

SCHOOL FIELD TRIP PROCEDURES

A. Introduction & definitions

The purposes of these procedures are to help ensure the safety of all students, staff and volunteers, and to help reduce the district's liabilities by effectively eliminating and/or reducing loss exposures and risks.

1. Board policy

These procedures supplement the school district's related policy. Field trip organizers must refer to and comply with all applicable school district board policies.

2. Field trip definition

A "field trip" occurs when students leave school grounds for an educational purpose. It is a student trip for the purpose of curriculum-related study (part of the classroom educational experience), WIAA interscholastic athletics, co-curricular activities, outdoor education, or part of a school-sponsored club.

Types of field trips include:

- Day field trips
- Recurring field trips (same activity on a regular basis, such as a choir or sports games)
- Field trips with special hazards:
 - near water or involving swimming or boating
 - in remote locations
 - involving animals (farms, zoos, riding animals, etc.)
 - involving outdoor education (description in section N)
- Extended field trips - overnight field trips or out of area (over 50 miles)
- Out of country field trips

A field trip is school-sponsored if school or ASB funds pay for the activity, it is part of the educational process, or it is supervised or staffed by school employees. A field trip is privately sponsored if no school funds are used, the school/district is not named in promotional materials, meetings are not held at school*, and the field trip does not occur during school hours.

** Some district facility use policies permit groups to meet in schools to discuss activities that are not school-sponsored.*

3. Legal considerations

a. Liability

SCHOOL FIELD TRIP PROCEDURES

Negligence creates potential liability. Negligence is the failure to use that degree of reasonable care which is considered to be a reasonable precaution under the given circumstance. It is the unintentional doing or not doing of something which causes injury to another.

Negligence involves four elements. All four elements must be present to be found negligent in a court of law:

- * Duty – an official or reasonable expectation
- * Breach of duty – the expectation was not met
- * Proximate cause – not meeting that duty caused or exclusively contributed to the accident
- * Damages – the accident caused someone to be injured or property to be damaged

b. Duties

A school district (and its employees, who are its agents) has certain basic duties to help ensure the safety of all students, staff, and volunteers that are summarized as follows:

- The duty to warn and inform
- The duty to provide proper instruction
- The duty to condition and equip participants properly
- The duty to provide proper supervision
- The duty to provide safe facilities
- The duty to provide safe equipment
- The duty to provide prompt and appropriate post-injury care

When those duties are not fulfilled, the district could be held liable for a student's injury or property damage.

4. Field trips are out of the ordinary

Field trips, excursions, and outdoor education are a part of student education in many school districts. As these events are out of the ordinary, school field trips are an area rife with possibilities for injuries and liability. The off-site situations mean that students are exposed to hazards not present in the usual school environment, and staff members can more easily lose control of the students. Therefore, additional safeguards must be used for the protection of students.

SCHOOL FIELD TRIP PROCEDURES

B. Description of field trip activities and administrative approval process

Forms: School Sponsored Field Trip Preliminary Approval Form, Field Trip Checklist, Student Roster Form and Sample Field Trip Description with Itinerary

1. Description of field trip activities

A full description of the proposed activity will include the following:

- a. School and sponsoring staff member(s)
- b. The educational purpose/benefit of the activity
- c. Detailed information on the activities in which the students will be participating (*it answers who, what, when, where, why, and how*)
 - i. The date and time of the trip
 - ii. Where the trip will be to/from
 - iii. Estimated number and ages of students to attend field trip
 - iv. Related brochures/information provided
 - v. Any special exposures or any unusual aspects of the trip identified including, but not limited to:
 - swimming, boats, or in/around water
 - remote locations/hiking
 - animals
 - outdoor education
 - air travel
 - motorized activities
- d. Means of transportation identified (school bus preferred)
- e. Means of providing food identified
- f. Means of housing identified (if applicable)
- g. Estimated # of chaperones needed, listing any special qualifications for chaperones
- h. Estimated costs and funding source(s)
- i. A preliminary trip itinerary
Note: If these activities are the same type of activity occurring several times on a regular basis then one itinerary can be used, however it is important to provide details when circumstances or locations are different
- j. Provide alternative to field trip for students not attending
- k. Student health related information and medication requirements
- l. Any other special student needs

2. Activities to avoid

- a. Non-insured activities

Avoid (or otherwise insure) activities traditionally excluded from school district insurance coverage including:

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- i. Air or flight activities, including airplane flying, hang gliding, helicopters, hot air ballooning, parasailing, skydiving and parachuting
- ii. Motorized races and contests (with district owned land motor vehicles), including auto racing, and go-cart racing, demolition contests, stunting, and tractor pulls
- iii. Use of watercraft over 26 feet in length
- iv. White water rafting, canoeing, kayaking, tubing or boat as well as jet-ski or other similar motorized personal watercraft designed to carry two or fewer persons. Please note that this does not apply to non-white water boating activities.

Typical liability coverage exclusions include illegal acts, intentional acts, pollution, non-monetary damages, breach of contract, contractual obligations, air/water/rail travel, and claims brought outside the U.S.

b. High risk activities

Some activities provide unusual risk to staff and students involved. Within the school district, ask if the curriculum objectives are worth the potential risk of injury to those involved. Activities that the district may want to avoid are:

- i. Water activities: jet skis, canoeing, kayaking, wind surfing, power boat racing, private swimming pools, swimming in lakes and rivers, scuba diving, snorkeling, surfing, watercraft activities (except a properly insured commercial passenger boat), water skiing, water slides, water parks
- ii. Amusement park activities: amusement or carnival rides, bungee jumping, dunk tanks, fairground activities, food eating contests, moonwalks, mud or Jell-O wrestling, Wild West shows, mechanical bull riding
- iii. Animal activities: donkey basketball, horse riding, pack animal trips, saddle animals, snake handling, un-caged wild animals, petting zoos
- iv. Athletics not WIAA approved: high-impact aerobics, archery, martial arts, boxing, rugby, powder puff football, snow skiing, snowboarding
- v. Skating (unless it is a part of an approved P. E. program): inline roller skating, rollerblading or ice skating at rinks, skateboarding
- vi. Wilderness activities: mountain climbing, rock climbing, spelunking (cave exploring), rappelling, wilderness survival, orienteering and search and rescue
- vii. Other high risk activities:

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- bonfires
- model rocketry
- private parties
- fireworks
- haunted houses
- violent arcade games
- using trampolines
- after school open gym
- snow tubing
- building houses, boats or cars
- student cooking (except part of home ec. or voc ed. programs)
- offering home-cooked foods
- car washes
- use of trampolines
- shooting firecrackers or fireworks
- glass blowing
- using firearms of any type, including air guns and paintballing
- car bashes
- unicycles/scooters

3. Administrative approval process

a. Purpose of administrative review

Field trips provide a valuable educational benefit. However, off-site situations can expose students to hazards that are not present in the normal school environment. As a result, it is important for administrators to carefully review and monitor field trips to ensure that risks and potential school liability are minimized.

b. Principals/administrators should do the following:

- i. Ensure the sponsor considers the various aspects of the field trip, and completes all sections of the *School Sponsored Field Trip Preliminary Approval Form*
- ii. Determine the appropriateness of activities for the students' age(s), skill(s) and behavior level(s)
- iii. Assist the sponsor with specific field trip risk identification
- iv. Ensure school district insurance coverage extends to the field trip location and activities
- v. Review and/or sign related contracts
- vi. Obtain or provide certificates of insurance related to contractual agreements and/or facility use
- vii. Provide preliminary administrative approval for the field trip
- viii. Present the trip to the Superintendent and/or school board for approval if over 50 miles from the district, or if it involves an overnight stay, or requires out-of-country travel
- ix. Continue to follow up with the sponsor to ensure appropriate actions are being taken (see *Field Trip Checklist*)

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C. Risk identification and documentation

Related Forms: *Sample Field Trip Description with Itinerary*

Informed consent is (according to *Black's Law Dictionary*) "a person's agreement to allow something that is based on a full disclosure of facts needed to make the decision intelligently; i.e.-knowledge of risks involved, alternates, etc." Informed consent rests on providing enough information about the activity that a person (or, in the case of a minor, his/her parent/guardian) may intelligently exercise his judgement by reasonably balancing the probable risks against the probable benefits.

In order for a parent/guardian to provide an informed consent for his/her child to participate in a field trip, the parent/guardian must be aware of all activities and potential risks involved.

1. Identify and assess risks

Based on the full description of all activities with the itinerary, assess risks associated with the field trip. Try to imagine all the things that could go wrong and injure people or damage property - involve the district risk manager/safety officer or Risk Cooperative Loss Control staff if needed. Add this information to the field trip description. Then use the identified risks to plan strategies for improving safety on the field trip.

2. Be familiar with facilities and equipment

Require the sponsoring staff member to become familiar with the facilities and related equipment that will be used. Have the sponsor attempt to survey all areas the students will be using to evaluate the site for potential hazards or special requirements for the field trip and complete a written evaluation.

3. Determine student medical needs

Determine specific student medical needs, including allergies, and how to accommodate these needs. Determine how to accommodate specific needs of high-risk students throughout all phases of the field trip.

4. Comply with medication procedures

Contact the building nurse well before the scheduled field trip to conform to school district policy and procedures on administration of oral medications. Ensure that the district medication form is completed by parents/guardians. Take this form on the field trip. If any student is to

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receive medication, give a copy of this form to the person designated to administer the medications.

D. Supervision and chaperone selection

Forms: Sample Field Trip Description with Itinerary, School Volunteer Disclosure Form, Guidelines for Volunteer Field Trip Chaperones, School District Volunteer Driver Checklist and Field Trip Transportation Release Form

1. Supervise students at all times

Ensure supervision of students by an adult at all times. Remember the rule of thumb about supervision - if you can't see the students, you are not supervising them. Staff and chaperones must exercise close control over the students. Students on field trips can become overly excited and want to explore on their own.

Establish a process for regular accounting for all students and staff, both periodically and when activities change (such as before boarding the bus to return). Determine what adequate supervision is during overnight stays (how frequently to check the room, etc.)

2. Determine how many and what kinds of chaperones are needed throughout the trip

Determine what supervision (what kind and how many) is needed. Establish the proper ratio of supervisors to students based on a case-by-case evaluation of each field trip. A higher number of supervisors will be required for more hazardous activities. Be sure to follow school district policy.

- a. Base the number of chaperones on an evaluation considering the number of students, age and maturity of the students, types of activities, facilities, duration of trip, type of transportation, and safety considerations (such as emergency procedures).
- b. There should be a minimum of two adults supervising a field trip. If not specified in school district policy, recommended minimum supervision ratios (adults to students) are as follows: elementary school age – 1:10; middle/high school age – 1:20. The building administrator and sponsor should agree upon the ratio for each field trip.
- c. More and/or specifically qualified chaperones/staff may be needed for higher-risk activities, overnight stays (gender-specific), activities involving water (lifesaving) or wilderness (survival), out of country travel (speak the language), and those including behaviorally, physically or mentally challenged students

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- d. First aid/CPR-trained chaperones/staff are required - at least one chaperone on each field trip should be so certified.
- e. If the field trip is part of a classroom educational experience, sporting event, or sponsored club, at least one certificated staff member is needed.
- f. For supervision purposes, each bus should have at least one staff member or chaperone other than the driver.

3. Volunteer chaperone selection

Ensure that all volunteer chaperones are:

- At least 21 years old
- Criminally screened as specified in RCW 43.43.830 (use *School Volunteer Disclosure Form*) and/or have passed a Washington State Patrol fingerprint criminal screening
- Physically able to do the job
- Able to work well with students

If a volunteer chaperone will drive, have him/her complete the *School District Volunteer Driver Checklist*.

E. Transportation

Forms: Sample Field Trip Description with Itinerary, Parent/Guardian Field Trip Permission/Emergency Information/Informed Consent Form, School Volunteer Disclosure Form, Guidelines for Volunteer Field Trip Chaperones, School District Volunteer Driver Checklist, Request for district transportation, Field Trip Transportation Release

As field trips are off school grounds, transportation is normally needed. This can be provided using a variety of forms. Listed below are transportation options and issues related to each.

Be sure to specify the means of transportation in the *Field Trip Description with Itinerary* and/or the *Parent/Guardian Field Trip Permission/Emergency Information/Informed Consent Form*.

1. District school bus

This is the preferred means for transportation for several reasons: it is the safest means of transportation, it is the easiest way to supervise many students, school bus drivers are trained school employees, and using district-owned and operated school buses keeps the money used for

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transportation in the school district. Use the district's *Request for District Transportation Form* to request this transportation.

2. Other district vehicles

For smaller groups, such as small clubs and teams, a school van may be the most cost-effective method of providing school transportation. A van with a rated capacity of 10 or less (one driver and nine passengers) must be used. (If the van has a capacity greater than 10, it is considered a "school bus" and must be designed and equipped as such.) Have the staff sponsor or another school district employee drive the van. As vans are different from cars, provide driver training related to safely driving and loading the van.

3. Charter bus

If school buses are not available, a recognized charter bus service can be used. Be sure to get a certificate of insurance naming the school district as an additional insured on the bus company's liability insurance policy.

4. Private vehicle

The use of private vehicles is not recommended, because the school does not have much control over private vehicles. Because of the lack of control, the school will need to make efforts to ensure the safety of its students while riding in private vehicles. These efforts include:

a. Volunteer driver selection, screening and training

Ensure volunteer drivers:

- Are at least 21 years old
- Have a valid driver's license
- Are criminally screened as specified in RCW 43.43.830 (use the *School Volunteer Disclosure Form*) and/or have passed a Washington State Patrol fingerprint criminal screening
- Have completed the *School District Volunteer Driver Checklist* (this form checks the above and asks for insurance and driving record information)
- Understand that the vehicle's liability insurance is primary
- Have received a copy of the *Guidelines for Volunteer Field Trip Chaperones*
- Are provided all relevant field trip information

b. Vehicle insurance

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Private vehicle drivers should provide proof of vehicle insurance with minimum liability limits of \$100,000 per person/\$300,000 per accident and \$50,000 property damage. (Washington law requires limits of at least: \$25,000 of bodily injury or death of one person in any one accident; \$50,000 of bodily injury or death of any two persons in any one accident; and \$10,000 property damage in any one accident.) This information is available on the vehicle's insurance policy, and is a part of completing the *School District Volunteer Driver Checklist*.

c. Vehicle inspection

The volunteer driver completes the *School District Volunteer Driver Checklist* form. The "Vehicle Inspection" portion of this form asks basic vehicle safety questions. The school administrator checks the completed form on the day of the trip.

If not in a school bus, children less than eight years old must be restrained in child restraint systems, unless the child is 4'9" tall or taller. (For example a child car seat, booster seat, vest, or other restraint that is federally approved for use in the car.) A child, who is eight years old or older, or 4'9", must be properly restrained either with the vehicle's safety belt or an appropriately fitting child restraint system. Children under 13 years old must be transported in rear seats where it is practical to do so.

d. Specific parental permission

When students will be transported by adult volunteer drivers, written parental permission to ride with a designated volunteer driver must be obtained from all students who will ride with the volunteer drivers.

e. Student driving themselves and other students

i. If students will drive themselves, the student's parent/guardian must give specific written permission.

ii. If students will drive other students (which is strongly discouraged), volunteer driver requirements and vehicle insurance and inspection (as above) must be followed. Specific written parental permission from both the driver's and the rider's parents must be obtained.

f. Parent provided transportation

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A parent/guardian may elect to transport their student to and/or from the field trip. If the student is transported via means other than arranged by the school, the parent/guardian must release the District from any and all liability that may arise as a result of this alternate means of transportation.

The *Field Trip Transportation Release Form* may be used for this purpose. For some non-curricular events (such as clubs), the school may require students to provide their own transportation to and from the activity. To reduce liability to the school district in the event of a loss during parent provided transportation, school staff should take no role in such arrangements.

5. Walking

Determine the safest route to/from the school and the place(s) to be visited. When determining a safe route, consider the time of day, lighting, sidewalks, weather conditions, intersections, traffic, neighborhood, and any other factors that could affect student safety. Increased supervision may need to be provided to keep all students in sight of an adult supervisor.

6. Air transportation

Commercial airlines are often used when travelling long distances. Any air travel other than by commercial airline should be approved by the district's Risk Manager/Safety Officer. Remember that air travel is traditionally excluded from school district insurance coverage. The flyer may want to purchase additional insurance.

7. Water transportation

Transportation on/over water can be provided by boat, ferry, raft, canoe, or kayak, among other means. Water travel using motorized or non-motorized watercraft over 26 feet in length is traditionally excluded from school district insurance coverage. Ensure that the company that owns/operates the water vessel has adequate liability insurance, and if possible have the company add the school district as an additional insured. If the vessel is owned and operated by the State of Washington, such as a State ferry, proof of insurance is not required.

8. Other means of transportation

- a. City bus - Requires closer student supervision and designated money handling procedures

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- b. Train – Railroad liability would be carried by the railroad and not a part of school district insurance coverage
- c. Rollerblading, skateboarding or bicycling – Ensure students are trained and properly equipped. Participants must wear safety helmets. When bicycling, have a plan in case bicycles break down and can no longer be ridden. Ensure adequate supervision of all students.

F. Providing food on field trips

Be sure to specify how food and drink will be provided in the *Field Trip Description with Itinerary* and/or the *Parent/Guardian Field Trip Permission/Emergency Information/Informed Consent Form*

If meals, snacks and/or drinks are provided on a field trip, they can be provided in several ways:

1. Brought from home by the students

For day trips, students may bring bag lunches that do not require refrigeration. These lunches need to be safely stored during transport. Most field trip locations have specific areas for large groups to eat lunch, and many have special rules for this area. These rules should be identified and communicated with parents/guardians.

2. Provided by the school and taken on the trip

Make arrangements in conjunction with food services. Safely store food and drink during transport. Be aware of students with food allergies and special dietary requirements. Stay away from food or drinks that require refrigeration as these need special preparations.

3. Provided by the facility the group is visiting or cooked by the group at the facility

Some facilities are equipped with kitchens. The school may have a choice of menu items. Be aware of students with food allergies and special dietary requirements. If students and school staff will prepare food, state food handling certification is required.

4. Provided by stopping at restaurants

If the plan is to stop en route, choose the restaurant prior to the trip and inform parents/guardians of the choice. Students must be supervised

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while eating, and while moving to and from the restaurant. Let students know where they should keep money for the meal.

G. Overnight field trips - housing

1. Arrangements

Prior to the trip, arrange sleeping accommodations for the students and chaperones. Make sure chaperones and room assignments are gender-specific, and roommates are close in age.

2. Supervision

Special consideration should be given to the number of chaperones on an overnight trip. Additional chaperones may be needed. Ensure students have supervision at all times while on a school sponsored field trip. If chaperones will not sleep in the same rooms as students, discuss how students will be supervised in their rooms, such as a room check every 30 minutes until the students are asleep.

3. Inspection

If possible, inspect the proposed housing before deciding to use the facility. In lieu of inspection, obtain recommendations from an approved travel agency or another school that has used the facility.

4. Providing information to parents/guardians

Communicate housing information, including the name(s), address(es), telephone number(s), and cost(s) of the proposed housing unit(s) to both parents/guardians and students. Be sure to specify the housing and sleeping arrangements in the *Field Trip Description with Itinerary* and/or the *Parent/Guardian Field Trip Permission/Emergency Information/Informed Consent Form*.

H. Parental information and consent

Related Forms: Sample Field Trip Description with Itinerary, Parent/Guardian Field Trip Permission/Emergency Information/Informed Consent Form

1. Inform parents/guardians

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- a. Inform parents in writing about planned field trip activities, hazards and risks. (See the *Sample Field Trip Description with Itinerary*.) Provide a way that parents can ask questions about the trip.
- b. For more involved field trips such as out of country or overnight stays, provide a more formal opportunity for questions, such as an informational meeting for parents/guardians. Discuss applicable information regarding the proposed trip, including the following:
 - Purpose of the trip and relation to the curriculum or activity program
 - Budget and fundraising
 - Proposed detailed daily student itinerary
 - Arrangements for chaperones
 - Proposed travel arrangements
 - Proposed housing arrangements
 - Proposed eating arrangements
 - Rules of conduct for students
 - Reminder that district policies apply, including the prohibition on drug or alcohol use
 - Parent information and permission requirements
 - Fees and spending money
 - Emergency procedures
 - Potential personal safety risks
 - Information related to foreign travel, including immunizations required, passports, laws related to drugs (including prescription drugs), and appropriate conduct in a foreign country

Keep records of dates of meetings, number in attendance, and handouts/information given.

2. District policies apply

Ensure parents, students and chaperones understand that district policies and procedures pertaining to pupil conduct, discipline, and rights apply to pupils while on field trips, and that parents will be responsible for getting the student back home if the student breaks the rules. Rules on field trips are the same as required of students within the school confines. Students violating school conduct rules on a field trip are subject to the same disciplinary action as would apply if they were on school property.

3. Related documents

Ensure necessary documents are received by the parent/guardian, returned to the school, and permission/emergency forms are reviewed by the school before the trip. Information sent to parents/guardians should include at least the following:

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- a. A letter from the school about the field trip
 - b. Field trip details and itinerary, listing means of transportation and housing arrangements (if applicable)
 - c. Things for a student to bring and not bring on the trip, including type of clothing needed
 - d. Field trip permission form (informed consent)
 - e. Health information/emergency contacts/permission for emergency treatment form
4. Repeat similar activities

A single permission form can be used for the same activity occurring several times on regular basis (such as a choir performing at various locations) if the field trip itinerary lists the details of the different events (locations, dates, times, means of transportation, etc.).

I. Student preparation and chaperone training

Related Forms: Sample Field Trip Description with Itinerary, Parent/Guardian Field Trip Permission/Emergency Information/Informed Consent Form

1. Pre-trip training for both students and chaperones

Have the field trip sponsor(s) provide a pre-trip orientation for the students and chaperones that might include the following topics:

- Behavior expectations, including the fact that school behavior and discipline rules apply on field trips
- Activities the students will be participating in
- Acceptable areas for the student to enter at the facility
- Special hazards that have been identified
- An itinerary of the trip
- A general map of the area
- The importance of washing hands after activities (especially if handling toxic substances or petting animals)
- The importance of staying with the group
- What to do if separated from the group
- Procedures for walking in high traffic areas
- Use of the buddy system
- Other related information

2. Clothing and equipment

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Provide special clothing or equipment if needed. If the district does not provide it, notify the parent/guardian of the student in advance that they will be responsible for providing the required clothing or equipment needed for the trip. Check each participant for proper clothing and equipment on the day of the trip to ensure it is provided.

3. Valuables and money

Arrange for security of people and possessions (if needed) or encourage students not to bring valuables.

4. Student accident insurance

Medical insurance or student accident insurance is recommended for every student. The school district may choose to purchase student accident insurance, which includes field trips.

5. Chaperone responsibilities and training

a. Proper supervision

One of the duties owed to students in school and on field trips is proper supervision. The main purpose of supervision is to help protect students from injury or diminish the risk of student injury. Adults do not automatically have the skills necessary to appropriately supervise students. Teach chaperones applicable school district policies and procedures and their duties and responsibilities. Proper supervision has four basic components:

i. Presence and attentiveness

- Being with students at all times, and keeping students easily in sight. (If one of the chaperones cannot see the students, the students are not being properly supervised.)
- Not becoming distracted from duties.
- Being physically able to participate in the activity as needed.

ii. Student behavior monitoring and intervention

- Being knowledgeable of and consistently enforcing school rules and policies.
- Restricting students from leaving the group, from roughhousing, horseplay or other inappropriate behavior.

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- Taking appropriate action when rules are not followed or a student is in danger.
- iii. Hazard surveillance and intervention
 - Being risk-conscious (prioritizing attention into the areas where accidents are most likely to occur).
 - Checking the areas visited, and appropriately addressing hazards.
- iv. Responding appropriately to emergencies
 - Handling emergencies that occur properly to reduce potential injury and damage. This involves having a CPR/first aid certified staff member who is readily accessible.
- b. Provide general guidelines and behavior expectations for chaperones (such as the *Guidelines for Volunteer Field Trip Chaperones*)
- c. Familiarize chaperones with field trip specific emergency procedures, how to get assistance, and whom to contact in the event of an emergency. Review any medical concerns with the staff and chaperones so they are informed of medical issues before an emergency occurs.

J. Handling emergencies on field trips

One of the duties owed to students is prompt and appropriate emergency medical care.

1. Types of emergencies that can occur on a field trip
 - Lost or missing student
 - Medical emergencies, including serious injuries
 - Natural disasters, such as inclement weather
 - Abduction of a student
 - Physically dangerous acts, illegal acts, overt defiance, or serious disciplinary problems (breaking school rules)
2. Actions to take when an accident occurs and a student is hurt
 - Never fail to give aid (err on the side of caution)
 - Due to the possibility of neck and spinal injury, do not move the student
 - Summon professional medical attention

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- Report the accident to the school staff member
- Administer first aid as trained
- Make sure the injured child is always attended by an adult
- Contact the school administrator and parents/guardians as soon as possible
- Do not discuss who will pay for medical care and do not admit liability
- Complete an accident report

Be sure to follow school district policies and procedures!

3. Emergency communication

Provide a method for communication in the event of an emergency (such as a cell phone), and have an alternate method if the primary means doesn't work.

Provide phone numbers for field trip staff to use to contact a school administrator on a 24-hour basis in an emergency. Contact a school administrator promptly in the event of an unusual incident and any student injury. Allow the school administrator to contact parents/guardians in serious situations.

4. First aid trained chaperones

At least one staff member or chaperone should be certified in first aid and cardiopulmonary resuscitation (CPR). If the students will be separated, more than one chaperone may need to be so certified.

5. Emergency equipment and trained staff

Take a first aid kit and other emergency and lifesaving equipment/tools with the group.

- a. Provide lifesaving equipment, such as an extension pole, ring buoy with line, blankets and whistle, for events occurring near water or involving swimming or boating. Provide at least one certified lifeguard for water events.
- b. If the trip involves hiking, be prepared for unfamiliar surroundings and situations. Staff should bring along the ten hiking essentials: extra clothing, extra food, first aid kit, sunglasses, cutting implement, fire starter, matches, flashlight, map, and compass/GPS. Other supplies may include extra water, nylon cord, and a multipurpose tool.

6. Access to student health information

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Obtain student health information (medical conditions, medications, allergies, etc.) related to potential needs on the field trip. Medical emergency cards/information/permission for treatment for each student must accompany the group with a copy kept at the school

7. Distribution of medications

At least one staff member on the trip must be trained to distribute prescribed medications according to school district procedures and how to properly secure medications on the trip. Over-the-counter medications (Ibuprofen, Kaopectate, Tylenol, Benadryl, Tums, etc.) also require a district medication form signed by both parent and physician and the medication must be properly labeled by the parent.

K. Field trips near water or involving swimming and boating

1. Specially trained supervision

- a. For field trips involving swimming activities, the activity should be under the direct supervision of a certified lifeguard.
- b. For boating activities involving canoeing, kayaking, rowing, sailing and power craft, the activity should be under the direct supervision of an instructor trained in the craft type being used. The sponsor should be familiar with existing water conditions and the route traveled.

2. Special equipment

- a. For water-related activities, provide lifesaving equipment such as extension poles, ring buoy with line, blankets and whistles.
- b. Students involved in boating activities must wear Coast Guard Approved Lifejackets or Type I Approved Personal Floatation Devices. These will be worn in a properly fastened manner at all times during the activity.
- c. Each type of craft shall have the emergency and safety equipment required by the authority having jurisdiction. This may include: fire extinguisher; horn, whistle or bell; anchor; navigation lights; craft registration, number and decals; visual distress signal.

3. Limited insurance coverage

Be aware that when students are in a boat, no liability insurance coverage is provided for the school district on vessels 26 feet in length and over. Ensure that the owner/operator of the boat has appropriate and adequate coverage and request certificates of insurance prior to using his/her services.

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L. Field trips in remote locations or hiking

For field trips in remote or wilderness areas, be prepared for unfamiliar surroundings and emergency situations. If possible, the sponsor should review the map of the trail, hike the trail in advance, and evaluate all emergency procedures before the trip. Obtain the proper permits for hiking.

1. Specially trained supervision

For field trips in remote locations, the activity should be under the direct supervision of a person with wilderness survival experience.

2. Special equipment

- a. Make sure participants have appropriate clothing, such as sturdy shoes and a jacket, for the field trip.
- b. Staff and students should bring these essential pieces of equipment: extra clothing, food and water, first aid kit, sunglasses, multi-tool or "Swiss Army" knife, fire starter, matches, flashlight, map, and compass. (For safety reasons, you may want the chaperones to carry the knives and matches.) The group may also choose to bring along the following items: water treatment capsules, toilet paper, sunscreen, insect repellent, ground insulation, space blankets, tube tent, whistles, GPS and cell phone. Medical supplies may include a snakebite kit.

3. Emergency communications for remote locations

- a. Ensure chaperones are aware of the nearest accessible medical station and telephone service and have appropriate emergency phone numbers in their possession.
- b. Ensure that the local area authorities, such as forestry or park officials, have been informed about the field trip and location or route used.

4. Staying together, and what to do when lost

- a. All participants must know safety and emergency procedures and what to do if they become separated from the group.
- b. Students use the buddy system.
- c. All participants will have a whistle, compass and map on their person, and are instructed as to the use of these aids should they become lost.

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M. Field trips involving animals

Field trips can sometimes include animals if the field trip involves visiting farms, zoos, or riding animals.

1. How students can be hurt around animals

Students can be hurt by being kicked, stomped on, walked on, bitten, crushed, stampeded, pecked, thrown off, rammed, or gored.

2. Safety rules and practices

Go over specific safety rules of being around animals. Teach students that animals are sometimes unpredictable. Safety rules include:

- a. Keep calm around animals
- b. Learn how to approach animals so you don't startle them
- c. Do not touch an animal unless instructed how and where
- d. Maintain a way out in case the animal acts up
- e. Do not put your hands in cages
- f. Do not feed animals directly with your hands.

3. Other guidelines

- a. Follow instructions of the animal owners/handlers
- b. Supervise students closely around animals
- c. Have students wash their hands after touching the animals
- d. Do not go near poisonous animals

N. Outdoor education field trips

Outdoor education is a part of experiential education - "learning by doing," and can involve activities such as high and low ropes courses, rock climbing, white water rafting, canoeing, cross country skiing, caving, camping and nature photography. Schools usually choose an outdoor education program that is sponsored by a facility or company outside the school district. Involve the district's risk manager/safety officer for outdoor education experiences.

1. Risk information and insurance

Obtain information on the risks and dangers of the activities and the student's expected responsibilities. Send this information, the parental consent form and the activity-specific medical disclosure form to parents/guardians. All contracted outdoor education programs must carry liability insurance. Ensure that the program's hold harmless clause does

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not ask for a complete release of liability, which extinguishes the parent and student rights in the event of the program's negligence. The district's insurance cooperative will review hold harmless clauses upon request.

2. Safety program

Safety guidelines are available from Association for Experiential Education (AEE) Safety Practices in Adventure Programming and the Cradlerock Outdoor Network High and Low Ropes Courses Manuals, as well as other organizations. An outdoor education program should follow standard safety practices that include the following:

- Program safety policy and specific safety guidelines applicable to both staff and participants
- Safety management plan for activities
- Emergency communication and procedure
- Accident reporting and recordkeeping
- Accident response kit, including a first aid kit available for all activities
- Equipment inspection and preventative maintenance program
- Qualified staff with current training
- Adequate supervision (a minimum of two staff members is recommended for a group activity)

Have an experienced staff member visit the facility and review its safety practices before scheduling the field trip.

O. Foreign field trips

These guidelines are *in addition* to the district's usual field trip procedures; many of the previously mentioned procedures also apply to extended and foreign field trips.

1. School board approval

Obtain approval from the school board before talking to students and parents about the proposed trip. Have the school board formally approve proposed plans for student travel out of the country. Discuss the proposed plan with the parents/guardians of the students participating, either in writing or verbally through group meetings. Keep records of the dates of these meetings, the number of parents in attendance, and any handouts/information. Provide parents/guardians and students with a planned itinerary for the trip, including at least the following information: departure time, place, major events/activities, travel arrangements, planned stops, time for return, and place for return.

SCHOOL FIELD TRIP PROCEDURES

2. Use of outside sponsoring groups

District sponsored out-of country field trips can be handled with or without outside organizations providing travel, housing and curriculum plans and insurance protection.

If the district decides to use an outside company to sponsor the foreign field trip, screen the tour company for the following:

- a. Reputable company with a good safety record
 - i. Ask the tour company about their safety record
 - ii. Call other school references that have used the tour company
- b. Has adequate liability insurance
 - i. At least \$1 million limits liability insurance (minimum coverage) from reputable insurance company
 - ii. International coverage (at least countries being visited)
 - iii. No impairment of aggregate limit (no recent large losses)
- c. Can offer protection for the district
 - i. Names district as additional insured on liability policy
 - ii. Indemnification (hold harmless) provision in contract protects district

Note: The district's general liability insurance covers claims for damages or suits brought in the U.S.A. (including its territories) and Canada only.
- d. Tour company screens vendors (subcontracted tours, hotels, land transportation, agencies) they use:
 - i. For current evidence of liability insurance, at least \$1 million limits
 - ii. For good safety record (loss history)
 - iii. For good performance
- e. Has written emergency procedures in place for all aspects of the tour

In both informational meetings with students and parents and in written materials, provide details of the trip, including locations to be visited, major activities including tours, travel arrangements, housing/sleeping arrangements, eating arrangements, suggested clothing and equipment, and insurance protection. Clearly outline the activities that the district is controlling and those provided by the tour company. Be careful what types of representations the district is making.

SCHOOL FIELD TRIP PROCEDURES

When the district makes the choice to include an outside sponsoring organization (i.e., Foreign Exchange Programs), many of the risks and liabilities are transferred to that organization. As the sponsoring organization has experience in the preparation, planning and participating in out-of-country activities, it is versed in the potential "pitfalls" that can result in potential injuries, accidents, and travel delays and discomforts. It should have secured protection from such risks by purchasing insurance to provide protection for the activity and students. It should have developed screening programs for host families, housing, and travel and for agencies that it has contract with for other services. It may have connections that provide valuable assistance in making the foreign trip an enjoyable experience.

If district staff chooses to make the plans without the use of an outside agency, it is important that it carefully plan ahead. Consult the school board policy to assure compliance.

3. Information about foreign countries

Provide information about traveling in a foreign country. Discuss potential safety risks of the particular country being visited with the students, parents/guardians and chaperones prior to departure. Ensure that students and chaperones have the proper immunizations, identification (passports, visas, etc), and knowledge of laws specific to the country regarding drugs and prescription medication.

Review information from the U.S. Department of State International Travel website at: http://travel.state.gov/travel/travel_1744.html for tips on traveling abroad, requirements for U.S. citizens, and for travel warnings. Consult with the local Consulate office of the foreign country for specific requirements of visitors to that country.

Advise non-US citizens to determine their immigration status before entering a foreign country and to take appropriate credentials with them. Advise all other students to take appropriate identification.

4. Land transportation

Prior to taking a vehicle to a foreign country, or renting a vehicle, obtain information related to automobile insurance requirements and make arrangements in advance to purchase proper automobile coverage. The district should purchase full coverage, including physical damage (comprehensive and collision coverage), for any vehicle that it assumes responsibility for through a rental agreement.

SCHOOL FIELD TRIP PROCEDURES

Identify designated drivers. Obtain Motor Vehicle Reports on all designated drivers, prior to the trip to ascertain if designated drivers have good driving records. Never allow students to drive motorized vehicles during a trip or to ride with an unauthorized individual. Know the foreign country's driving rules.

All occupants in vehicle must use seatbelts. Vans with seating capacity in excess of nine passengers, plus driver are not to be used to transport students.

Decide if charter carriers are to be used, and if so, confirm they have at least \$1 million in liability insurance coverage.

5. Air transportation

Make travel arrangements in accordance with established district procedures. Purchase trip cancellation insurance coverage if the trip is not planned by an outside organization. If the trip is planned with the use of an organization, confirm it provides coverage for trip cancellation.

6. Housing

Housing of students in private homes will be approved **ONLY** if organized and sponsored by a host organization. Otherwise, the cost of housing must be obtained.

Determine room arrangements for students and chaperones. Make sure chaperones and room divisions are gender specific.

Housing information, including name, address and telephone number(s) of the proposed housing unit(s) must be communicated to both parents and students.

It is advisable that pre-inspection of the proposed housing be made, prior to deciding to use the facility. In lieu of pre-inspection, recommendation from an approved travel agency, the Automobile Club or other school that has used the facilities is advised.

7. Insurance outside of the U.S.

a. For students

Student accident insurance companies can provide coverage for medical insurance claims that happen outside the United States. This is secondary coverage, but is advisable.

SCHOOL FIELD TRIP PROCEDURES

b. For staff

Workers' compensation covers employees injured in the course of employment in most countries in the world. However, some medical providers may need to be paid for services at time of rendering.

c. For the district

Check with the district's insurance cooperative for liability coverage outside of the United States; coverage may extend for claims presented in courts in Puerto Rico and Canada. Purchase International Travel Liability Insurance to insure protection if a third party is harmed or alleged to be harmed and suit is brought in a foreign country.

d. Consider other insurance

- i. Baggage and property insurance
- ii. Tour Cancellation and Interruption Insurance

8. Informational meetings for students and parents/guardians

Pertinent information regarding the proposed trip must be discussed with parents and they must be allowed to state their opinions individually. Informational meetings should include details of the trip including:

- A detailed itinerary
- Travel and housing arrangements
- Suggested clothing and equipment
- Emergency procedures
- Budget and fund raising activities
- Rules of conduct
- Arrangements for chaperones
- Advisor/chaperone responsibilities
- Potential safety risks
- Permission requirements
- Insurance protection
- Medication procedures

Provide information related to travel in a foreign country such as:

- Required immunizations
- Passport procurement
- Required personal identification
- Laws specific to that country regarding drugs and prescription medications

SCHOOL FIELD TRIP PROCEDURES

- Travel Warnings issued to describe long-term, protracted conditions that make a country dangerous or unstable
- Advise aliens, including exchange students, to determine their immigration status before entering a foreign country and to take appropriate credentials with them.

Keep records of dates of meetings, number in attendance, and handouts/information given.

For more information about these guidelines, please call the Southwest Washington Risk Management Insurance Cooperative at (360) 750-7504.

Sequim School District

Emergency

Protocols

At School

- Medical emergency/911
- Head Injury
- Sprain, Fractures, Dislocations
- Loss of Consciousness/Fainting
- Head Lice
- Emergency Care Plans & Medications
- Medications at School
- Accident Reports



Protocol for Medical Emergency Care

- A. Do not move a student** if he or she has a head, neck or back injury, or is having trouble breathing. If there is a clear danger of further injury, then move the student carefully to safety.
- B. Do not deal with medical emergencies by yourself.** While you give first aid, have someone else:
- Call 911
 - Notify the school nurse, if available.
 - Notify a parent or legal guardian. Call an alternate emergency number for the student if you can't reach a parent or legal guardian. **Do not delay** emergency medical care because you can't reach a parent or guardian.
 - Send someone to guide emergency personnel to the exact location of the injured.
- C. Before calling 911, survey the scene and make sure it is safe.**
- D. Check the student's airway, breathing, and circulation (the ABCs of first aid).** Someone trained in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) and first aid should start providing emergency care.

Call 911 for medical emergencies:

- Anaphylaxis : Immediately use student's EpiPen and immediately call 911.
 - Choking or severe difficulty breathing
 - Shock
 - Deep wound or part of the body that was crushed
 - Bleeding that is difficult to control
 - Back and neck injuries or broken bones
 - Severe head injury
 - Unconsciousness
 - Seizure-if longer than three to five minutes, if there is a second seizure, or if the student has never had a seizure before
 - Serious burns
 - Spill or release of hazardous chemicals
 - Several students injured or ill at the same time
- E. When calling 911 stay on the phone to follow instructions and send someone to direct them to the exact location.**
- You should be ready to give descriptive information to the medical personnel.

F. Call a parent or legal guardian.

- Describe the emergency and what you are doing to care for the student.
- Find out the recommended hospital or medical facility and the student's LHCP.
- Ask the parent to accompany the student or meet at the hospital or medical facility.

G. A school staff person should accompany the student to the hospital or medical facility if a parent is not available or cannot be located.

- Call 911 for transport. Do not use a personal car or school car for transporting a critically ill or injured student.
- Keep trying to reach a parent or guardian or the student's LHCP.

H. Complete a written record of the Incident immediately.



Protocol for Head Injury

A. Immediate Care:

1. Have student lie down for all head injuries.
2. Follow Protocol for Medical Emergency Care.
3. Check for signs of head injury as listed below:
 - Loss of consciousness
 - Weakness or paralysis of face or limbs, numbness or tingling
 - Blood or clear fluid draining from ears or nose
 - Convulsions or seizure activity
 - Slowing or irregular pulse
 - Nausea or vomiting
 - Unequal pupils or any changes in vision
 - Severe swelling at the site of the blow
 - Headache
 - Dizziness or lightheadedness
 - Unusual drowsiness
 - Paleness or flushing of the face
 - Confusion or loss of memory, feeling mentally foggy
 - Stiffness of neck
 - Rise in temperature
 - Sensitivity to noise or light
 - Balance problems
 - Unusually emotional, nervous, or irritable

Call 911, parent and school nurse immediately for any of the underlined symptoms, concerns, or if student's condition is worsening.

4. Apply ice pack to area of injury.
5. Contact parent/guardian to take student for medical evaluation.
6. Contact school nurse.
7. Carefully clean minor lacerations and apply bandage.
8. Do not clean more serious lacerations as cleaning could cause serious bleeding-apply bandage.
9. If unable to contact parent, have student rest quietly and observe for one hour.
10. Recheck for ANY symptoms before allowing student to return to class. If any symptoms present, do not allow student to return to class.

B. Follow up Care:

1. Send Head Injury Parent Notice form home with the student.
2. Complete accident report.
3. Student's PE teacher, coach, and/or athletic trainer must be made aware of the injury and symptoms.
4. Students diagnosed with concussion must have a doctor's notice to return to sports. Refer to Sequim School District Procedure 3422P.



Protocol for the Management of Sprains, Fractures and Dislocations

A. Immediate Care:

1. Immobilize the area of injury/Do not move student if suspected injury to neck or back.
2. Apply ice to area of injury if it is not an open fracture.
3. Call parent/guardian to take student for medical evaluation.
4. For suspected fracture, if unable to contact parent: call 911.
5. Contact school nurse.

B. Follow up Care:

1. Complete accident report.



Protocol for Loss of Consciousness/Fainting

A. Unconscious Student:

1. Check pulse and breathing-if absent initiate school Protocol for Medical Emergency Care and start CPR.

Call 911 if student has not recovered within one (1) minute, if vomiting, showing seizure activity, if breathing or pulse is irregular, or if you are not able to immediately contact the school nurse.

B. Conscious Student/Fainting First Aid:

1. Have student lie down. Elevate legs.
2. Instruct student to take slow, deep breaths.
3. Loosen clothing around student's neck.
4. If student begins to vomit move them into side lying position and initiate 911 call.
5. Notify school nurse.
6. Notify parent/guardian.
7. Keep the student resting for 30 minutes, or until recovery is complete.
8. When getting the student up from lying position, make gradual position changes from sitting to standing.

C. Follow up Care:

1. If student wants to remain at school, and has no after effects after evaluation by school nurse, parent must give authorization for student to remain at school as well as authorize staff notification.
2. If student is not transported by paramedics, then they must leave the school with their parent or guardian.
3. Complete accident report.



Protocol for Head Lice

When to send a student with head lice home:

- A student with too many live lice to count will be sent home for treatment.
- If a student needs to be sent home for lice treatment, their parent will be contacted and they will be sent home, from the health room, as soon as possible. The parent will be provided with treatment information.
- If a student is sent home for too many live lice to count they will be checked by staff prior to the next class period to verify treatment has been accomplished. The parent will be asked to remain with the student until the head check can be completed.

Students with head lice that can be treated at school and returned to class:

- In collaboration with the school nurse, the building principal may assign staff to use the health room to pick live lice if, by accomplishing this, the child can attend class within approximately 30 minutes. Parent will be notified.
- Assigned staff person treating students with live lice are encouraged to wear hair up off shoulders, protective clothing and gloves for examination and removal of lice.
- Assigned staff person treating students with lice are not to be interrupted with other duties during the treatment process. Office staff to cover for health room non-emergent duties for approximately 30 minutes until lice treatment has been completed.
- If assigned staff person feels that there are too many live lice to count and that treatment would take longer than approximately 30 minutes, then the student is sent home for treatment and no attempt will be made to initiate treatment at the school.
- A student may return to class at any time that live lice have been removed. The student will be rechecked for live lice prior to attending class.
- Staff will have the custodian clean the health room area being used for lice removal completely upon completion.

Notification procedures:

- If a student is found to have live lice, students living in the same household will also be checked for lice.
- Notification of lice at school may be sent home.
- Custodian may be asked to vacuum/clean classrooms at additional times during the school day.
- Bus supervisor will be notified of students with live lice concerns, so they can address where the child will be sitting on their bus and the custodial issues that follow. Confidentiality requirements apply.
- School nurse, or designated staff, will contact family to educate them about lice treatment.

Education procedures:

- School nurse to educate families about head lice control and treatment measures: refer to CDC guidelines and the calendar from <http://www.headliceinfo.com/freemovies/calendar.htm> for the treatment of head lice.
- School nurse to educate staff about head lice control and treatment measures as needed.
- All hats, gloves and coats to be stored at school in backpacks, not on coat hooks.
- Teachers to consider not having pillows, stuffed animals and individual carpet squares in classrooms.



Protocol for Emergency Care Plans and Medications at School

A life-threatening health condition is any condition that puts the child in danger of death during the school day without medication or a treatment plan in place. (Washington state law [RCW 28A.210.320](#)):

- Life-threatening allergic reaction
 - Severe asthma
 - Diabetes
 - Epilepsy/seizure disorder
 - Bleeding disorder
 - Cardiac condition
 - Special health care needs/disabilities
1. Parents/guardians of students with life-threatening health conditions must inform the school and work with the school nurse (as outlined in Procedure No. 3420P) and the student's licensed health care provider (LHCP) to create a health care plan. Planning ahead allows the schools to be equipped and prepared to care for the students in case of emergency health situations. The forms required can be found on the school's web site under Parent Resources - Health tab or from the school office.
 - **All required documentation and medications or supplies must be completed and available at the school before the child attends school.**
 - A. Parents/guardians must:
 - **Report the life-threatening health condition on the SSD Health Information form, found in the enrollment packet.**
 - **Complete the parent/guardian portion of the Health Care Plan that is specific to the student's illness (if applicable), and the Authorization for Administration of Medication at School form (if the student needs medication at school).**
 - **Have the student's LHCP complete their portion of the Health Care Plan and the Authorization for Administration of Medication at School form, and return it to the school.**
 - **Supply all required medications and supplies to the school/bus.**
 - B. The Authorization for Administration of Medication at School form must be completed in order to allow students to have or self-carry prescription or nonprescription medications at school. One form is required for each medication, and must be completed by parent and LHCP.
 - C. If the treatment plan includes self-administration of medication, the parents, student and staff will comply with the model policy and procedure 3419, *Self-Administration of Asthma and Anaphylaxis Medication*.

- D. Parents/guardians are encouraged to complete the Authorization for release of medical information form to allow the school nurse to contact the student's LHCP with questions or concerns about their care.
2. Students and their parents, guardians or persons in loco parentis currently enrolled in the Sequim School District who have life-threatening emergency care plans will be sent a written notice by mail at the end of the preceding school year of the above requirements.
 3. Students who have a previously documented medically diagnosed life-threatening diagnosis, or indication of a life-threatening condition on the SSD's Health Information form, and no medication or treatment order presented to the school, will be excluded from the school to the extent that the District can do so consistent with federal requirements for student with disabilities under the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, and pursuant to the due process requirement as outlined in procedure No. 3420P.
 - Every effort will be made to contact the parents/guardians, prior to the first day of school.
 - Within the first two weeks of school, the school nurse will notify the superintendent of non-compliant students.
 - Parents/guardians of noncompliant students will be notified by certified mail that their child may be excluded from school until the requirements previously outlined are met.



Protocol for Medication at School

- A. Schools rely on the cooperation of parents / guardians to safely and effectively administer medication to their students at school.
1. Parents / guardians are responsible for:
 - Supplying all medications
 - Transporting medication to and from school
 - Completing all required medication authorization forms
 - Requirements for all medications: prescription, non-prescription and homeopathic
 2. Parents / guardians must complete the Authorization for Administration of Medication at School form for each medication. The form must be signed by the licensed health care provider (LHCP) and parent / guardian. Medication cannot be given without the completed form. The Authorization for Administration of Medication at School form can be found under the Parent Resources - Health tab on our School web site or from the school office.
 3. Parents / guardians must bring all medications to the school office for the student. Students can't bring medication to school. Medication can't be transported on school district buses.
 4. All medication must be in the original prescription bottle, container or package.
 5. ~~All non-prescription medication must be labeled by the parent.~~ The label should include:
 - Student name
 - Date issued
 - Name of medication
 - Name of health care provider
 - Exact dosage
 - Time of day medication is to be given
 6. Directions on the Authorization for Administration of Medication at School form must match the directions on the prescription bottle/container.
- B. If half doses have been prescribed, the parent/guardian must break medication tablets in half before bringing to the school.
- C. Medication which is to be given three times a day should be given at home before school, after school and at bedtime.
- D. Homeopathic medications will only be accepted if the authorization to administer medication form is signed by a health care provider.

- E. **Inhalers:** The Authorization for Administration of Medication at School form to be completed for inhalers. If an exception is made allowing the student to carry his / her own inhaler, written permission from parent / guardian, health care provider and school nurse is required (included on Authorization form).
- F. **Insulin:** Parents must complete the diabetes health care provider medication order form (found on the school web site under Parent Resources - Health tab or available from the school office) to allow their students to take insulin at school.
- G. **Administration of medication at school:** Unless permission from the school nurse is received, oral medications are given between 11 a.m. and 1 p.m. The school is not responsible for documentation of medication use or monitoring of expiration date, if carried and self-administered by the student. If a student self-carries medication at school, they still need a health care provider's order on file at the school.

Note: Parents will be notified one time at the end of the school year to pick up the unused portion of medications. Medications left at school will be destroyed on the last day of school, according to district policy.



Protocol for Completing Accident Reports

1. Obtain Injury/Accident Reports from the Health Room or Office.
2. Complete a Student Injury/Accident Report whenever any of the following occur:
 - a. 911 is called.
 - b. A student is hospitalized after an accident occurring at school.
 - c. An accident is due to the misuse or malfunction of school equipment.
 - d. A noxious substance is inhaled, ingested or splashed in the eye.
 - e. Non-school persons are involved in an incident occurring on school property.
 - f. There is concern by staff, parent or student over the circumstances surrounding an accident occurring at school or during any school sponsored activity including but not limited to: field trips, school-patrolled crossing, outdoor education or athletic program.
 - g. Any other criteria which indicate the need for a report in the judgment of the individual initiating the report.
3. Injury/Accident report is completed by the individual who provides emergency care at the site of the accident or was witness to the accident.
4. Complete each item thoroughly and accurately using the back of the form as indicated. This document may be used in a legal proceeding.
5. Forward document to the School Principal.
6. Yellow copy to be saved in student health file.



Sequim School District #323

Critical Incident Response Quick Reference

Refer to Critical Incident Response Handbook

Rev. 07/11

Sequim School District #323

Critical Incident Response Quick Reference

Refer to Critical Incident Response Handbook

Rev. 07/11; 02/17

EMERGENCY PHONE NUMBERS AND CALL REQUIREMENTS

District Phone Numbers

Superintendent.....582-3262
High School.....582-3600
Middle School.....582-3500
Helen Haller Elementary.....582-3200
Greywolf Elementary.....582-3300
Olympic Peninsula Academy.....582-3403
Bus Garage.....582-3274
Maintenance.....582-3275

These are Emergency Numbers only

Fire Department.....911
Emergency Medical.....911
Clallam County Sheriff.....911
Sequim Police Department.....911
Child Protective Service.....1-888-713-6115 ext 8
American Red Cross.....457-7933
Poison Information.....1-800-222-1222
Washington State Patrol.....452-3394

ALL EMERGENCIES - Dial 911 (Do not press the "9" button on your phone to access an outside line first.
Simply pick up the phone and dial only "911")

GIVE: Your Name and Building Address and Phone Number
What happened/Victim's Name
Nature/Degree of Emergency
Specific Location of Emergency In Building
Person To Report To

STAY ON THE PHONE UNTIL THE MESSAGE IS CONFIRMED.

THE NAME OF THIS SCHOOL IS Sequim High School
THE STREET ADDRESS IS 601 N. Sequim Ave PHONE NUMBER IS 360 582 3600

EMERGENCY PHONE NUMBERS AND CALL REQUIREMENTS

CHEMICAL SPILL

In the event of a chemical spill in a school building, reporting staff member will:

- 1. CALL 9-1-1**
2. Move students and employees to a safe location immediately, using fire drill procedures.
3. Notify your Chemical Hygiene Officer, building administrator, maintenance and superintendent's office.
4. Wait for word from authorities before returning to the school.
5. When a chemical spill occurs outside of the school building, follow the advice of authorities.
6. The Hazardous Substance Info line is 1.800.424.9300.

For your information.....

1. The school district may hold an "in-service" training to inform employees of potentially hazardous materials in the work place.
2. Each location has a Product Safety Manual that contains Material Safety Data Sheets for hazardous products and the safe handling of these products. A Chemical Hazard Plan is kept in the District Office. All hazardous substance containers should be clearly labeled. Hazardous chemicals transferred to other containers must be labeled.

CHEMICAL SPILL

FIRE IN OR NEAR SCHOOL BUILDING

(Please consult your individual building plan for more specific directions)

1. Sound the fire alarm bell and immediately evacuate the building. **Do not attempt to put out any fire, no matter how small, before sounding the fire alarm bell.**
2. Secretary is to notify the Fire Department/Police (911) and the District Office.
3. Maintain control of students a safe distance away from the school and from any fire fighting equipment.
4. Notify Maintenance.

Teacher Duties:

1. Escort students out of buildings to designated areas.
2. Report to supervisor if any student(s) is(are) unaccounted for following class roll check.
3. Maintain order during the evacuation (no running, talking, breaking from ranks).
4. Check class roll when assigned destination is reached.
Remain with students until relieved by supervisor or emergency personnel.

Reference Policy / Procedure #3432--Emergencies

FIRE IN OR NEAR SCHOOL BUILDING

ACTIVE SHOOTER / INTRUDER

In the event of a confirmed firearm on campus:

1. DIAL 911.

2. Initiate Lock Down Procedures.

-If you are in the immediate vicinity of the intruder and can escape, then run.

-If you can't escape, hide in an area out of the intruder's view. Lock and/or block the door and silence cell phones.

-Fight as a last resort and only when your life is in imminent danger

3. Notify the Superintendent's office.

4. Evacuate surrounding areas if possible, in a way not to alert the intruder.

5. Make available for police:

-Description of the suspect

-Description of the suspect's state of mind

-Description and type of weapon

-Description and number of weapons involved

-Description of any personal knowledge of suspect

-Name(s) of person(s) who saw the weapon in suspect's possession

-Class lists and absentee lists

ACTIVE SHOOTER / INTRUDER

SNOW / BAD WEATHER / EMERGENCIES / SCHOOL CLOSURE

Snow or other bad weather (windstorms, ice storms, etc.)

If bad weather conditions occur during the night, the following district plan is followed:

In the event that school operation is affected by delay or closure or special bus routes:

1. Principals and the head of maintenance will be called in the morning by the superintendent.
2. An automated phone message will go out to notify all students and staff of the status.
3. Local radio stations **KONP** 1450 AM and FM 102.1, **KSQM** FM 91.5, **KIRO** AM 710, **KOMO** AM 1000, and **KIRO TV** Channel 7 in Seattle will be notified.
4. School closure information may also be viewed on the Sequim School District website at **www.sequim.k12.wa.us**, and the district's Facebook page. If there is no announcement, schools will be open. Call **582-3260** for **Snow Advisory**.

If weather conditions worsen during the day, the district will decide whether to dismiss early.

*Announcements will be posted on the district website, Facebook page, and made by **KONP** and **KSQM** radio stations.*

Other special conditions on an individual school basis:

(school heating failures, loss of power/light, flooding, etc.)

1. Building custodian notifies principal and head of maintenance. Principal notifies superintendent.
Utility company and Fire Department will be consulted as needed.
3. Decision will be made according to these options.
 - a. School will open or remain open with accommodations for students and staff.
 - b. School will begin late or dismiss early, or do not open school at all.
 - 1) An automated phone message will go out to notify all students and staff of the status.
 - 2) District office informs radio stations, transportation, and food services, and updates the district website.

SNOW / BAD WEATHER / EMERGENCIES / SCHOOL CLOSURE

RESPONSE TO STUDENT OR STAFF INJURY OR ILLNESS (1 of 2)

A. Survey the scene and make sure it is safe:

1. If there is a clear danger of further injury, then move the injured person carefully to safety.
2. **Do not move the injured person** if there is the possibility of a head, neck or back injury, uncontrolled bleeding, cardiac arrest or if the person is having trouble breathing unless absolutely necessary.

B. Do not deal with medical emergencies by yourself. While you give First Aid, have someone else:

1. Call 911.
2. Send someone to get the AED.
3. Notify the school nurse, notify immediate Supervisor, building Administrator and (depending on severity) district Administrator.
4. **For Disaster related to injuries to several employees or students:** Supervisor will assign employees trained in First Aid to assist. The District Office maintains an updated list of current First Aid and CPR card holders to provide to each building.
5. Notify a parent or legal guardian/spouse or relative of employee.
6. Send someone to guide emergency personnel to the exact location of the injured.

C. Start Care: Persons trained in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) and First Aid should start providing emergency care.

Call 9-1-1 for medical emergencies:

1. Anaphylaxis: Immediately use student's EpiPen and immediately CALL 9-1-1.
2. Choking or severe difficulty breathing
3. Shock
4. Deep wound or part of the body that was crushed
6. Bleeding that is difficult to control
7. Possible back and neck injuries or broken bones

RESPONSE TO STUDENT OR STAFF INJURY OR ILLNESS (1 of 2)

RESPONSE TO STUDENT OR STAFF INJURY OR ILLNESS (2 of 2)

8. Severe head injury
9. Unconsciousness
10. Seizure
11. Serious burns
12. Spill or release of hazardous chemicals
13. Several students injured or ill at the same time

D. When calling 9-1-1 stay on the phone to follow instructions and send someone to direct them to the exact location.

1. You should be ready to give descriptive information to the medical personnel.

E. Call a parent or legal guardian.

1. Keep trying to reach a parent, guardian, emergency contact or the student's medical care provider, if parent cannot be located.
2. Describe the emergency and what you are doing to care for the student.
3. Find out the recommended hospital or medical facility and the student's LHCP.
4. Ask the parent to accompany the student or meet at the hospital or medical facility.

F. When paramedics arrive:

Provide paramedics with the student's Sequim School District Student Health Information for health concerns and permission for paramedics to treat.

2. Paramedics to transport. Do not use a personal car or school car for transporting a critically ill or injured student.
3. A school staff person should accompany the student to the medical facility if a parent is not available or cannot be located.

G. Complete a written record of the Incident immediately:

1. Student Injury: Student Accident Report
2. Staff Injury: Complete Staff Accident Report, contact district office for L&I forms, inform LHCP we are self-insured.

Reference Policy/Procedure #3418 – Response to Student Injury or Illness

RESPONSE TO STUDENT OR STAFF INJURY OR ILLNESS (2 of 2)

SUICIDE / SUICIDAL IDEATION

Confidentiality is not applicable when the student threatens himself or others!!

Protect yourself and your student body by reporting any potentially harmful behaviors of which you become aware!!!

Suicidal Ideation (notes, messages, threats, conversations, etc.)

1. Ensure the short term physical safety of the student - do not leave student unattended until care is transferred.
2. Promptly notify a member of the Suicide Risk Intervention Team: school principal, school counselor, school psychologist, or school nurse.

In case of Suicide Attempt

1. Contact Emergency Dispatch (9-1-1) if there is any question that a life-threatening situation is involved. Refer to protocol for Emergency Medical Care
2. Ensure the short term physical safety of the student - Do not leave student unattended until care is transferred.
3. Promptly notify a member of the Suicide Risk Intervention Team: school principal, school counselor, school psychologist, or school nurse.

Reference Policy / Procedure #2145--Suicide Prevention

SUICIDE / SUICIDAL IDEATION

STUDENT DEMONSTRATIONS AND OTHER ON SITE DISTURBANCES

1. When a demonstration occurs or appears imminent, it is important to remain calm, to use good judgment, and to listen. Over-reacting may only escalate the problem.
2. Tell all students to return to their classes. Attempt to keep students in class, but do not use force. Keep hallways clear of students as much as possible. Notify immediate supervisor and superintendent's office.
3. Attempt to get student leaders into empty classrooms for conversations. If there are no observable leaders, suggest that students select someone to meet with administration to discuss the matter. Discuss complaints with demonstrators. Do not be in a hurry. Have a secretary or other adult take notes.
4. If appropriate, consider these actions:
 - a. Have garbage cans and wastebasket containers removed.
 - b. Consider locking lavatories, have someone on duty to admit only those necessary.
 - c. Decide what to do about lunch periods. If necessary, confine students to a pre-determined restricted area.
5. The general public should be told not to enter the school grounds or attempt to see the principal during an on-campus demonstration or mass insubordination crisis.

Reference Policy / Procedures #3220--Freedom of Expression; #3223--Freedom of Assembly; #4310--Relationships with Law Enforcement and other Government Agencies

**DO NOT HESITATE TO CALL 9-1-1
BEFORE A SITUATION BECOMES UNMANAGEABLE.**

STUDENT DEMONSTRATIONS AND OTHER ON SITE DISTURBANCES

EARTHQUAKE

When an earthquake strikes, the motion is frightening. Keep calm, ride it out, help others. Your chances of survival are excellent if you know how to act.

During the Earthquake:

1. *If indoors, stay indoors.* Crawl under sturdy furniture and hold on to it. If possible, move to an inside wall or to an inside doorway. Stay away from windows or glass (crouch on knees, place head close to knees, cover sides of head with elbows and clasp hands firmly behind neck, close eyes tightly and remain in place).
2. *If in gymnasiums or assembly area, exit* such facilities as expeditiously as possible and stay away from all structures.
3. *If outside, stay in the open.* Keep away from windows, trees, or electrical wires.
4. *If in a vehicle, stop.* Stay inside until the shaking stops.
5. *If on a stairway, move* to an inside wall and "duck and cover."
6. Follow your district earthquake plan, found with the district policy and procedures manual.

After the Shaking:

1. Follow your building evacuation plan. **Do not allow re-entry.** Take with you two (2) class attendance lists, pencil, and permanent marker (for identifying injuries and fatalities).
2. Shut off all utilities. Lock doors after making sure all persons have exited.
3. Inform immediate supervisor of present status. Status should include names of students injured. Wait for instructions. On one class list indicate whereabouts, if known, of students not with you and nature of injuries requiring first aid. Send with runner to principal.
4. Stay out of damaged buildings until it is determined that they are safe to re-enter.
5. Be wary of aftershocks.
6. Students will remain at school until released to their parents.
7. Keep streets clear for emergency vehicles.
8. Respond to requests for help from police and emergency personnel.

Reference Procedure #3432P--Emergencies

EARTHQUAKE

BOMB THREAT

No bomb threat is to be ignored. Treat every bomb threat as a potential danger to human life. Check and document every threat.

In the event of a threat:

1. Secretary (or whoever answers phone) follows procedure to keep caller on the line and obtains as much information as possible. Be sure to document date, time of day, and exactly what was said by the caller.
Secretary advises principal, other office personnel and district office of threat.
3. **Call police without delay (911).**
4. Principal and law enforcement officers decide whether or not building should be evacuated.
5. If building is evacuated, use normal fire drill procedures. **Do not announce that the evacuation is due to a bomb threat.** Every precaution should be taken to avoid panic, which could bring injury to students.
6. Room-to-room search is conducted by school administration, police, firefighters, volunteers, etc.

If Device is found:

1. Do not touch device in any way. Evacuate and seal off the area, using fire drill procedures.
2. Call the police (911), indicating that a device has been found.
3. Wait for a trained squad to examine and dispose of the device.
4. Notify superintendent's office.

Reference Procedure #3432P--Emergencies

BOMB THREAT

INTERROGATION OR INTERVIEWING OF STUDENTS

Reference Procedure #3226P--Interviews and Interrogations of Students on School Premises

The district encourages interviews and interrogations of students to take place off school premises in order to minimize interruption to the instructional program. When an onsite interview/interrogation is warranted by the circumstances of the case, the following protocols will be used:

Interviews in Child Abuse or Neglect Investigations

In conducting an investigation of alleged child abuse or neglect, law enforcement or DSHS (for purposes of this section, "the interviewer") may interview students at school. School personnel will not make a student available for an investigative interview unless the student gives consent.

Please see Procedure #3226P for proper protocol regarding the specifics of any subsequent interview of a student.

Protocol for Law Enforcement Interviews/Interrogations not involving Child Abuse or Neglect Investigations

Law enforcement will contact the principal or his/her designee upon entering a school building. Law enforcement may request and be granted such student information as address, telephone number, parents' names, date of birth and other directory information, if the parent or student over 18 years of age has not filed a written objection to the release of directory information.

If the student is under twelve (12) years of age, parent(s)/guardian(s) or designated adult notification and permission is required before any interview/interrogation will take place unless the law enforcement official has a warrant or a court order or the official stipulates that exigent circumstances exist.

If the student is twelve (12) years of age and over, the principal or designee will make a reasonable effort to contact the parent(s)/guardian(s) prior to the interview or as soon as possible thereafter. If the parent/guardian cannot be contacted, the principal or designee will contact the designated adult noted on the student's emergency contact card for their consent. Parent contact will not be required where the law enforcement indicates that child abuse or neglect is alleged.

Please see Procedure #3226P for proper protocol regarding the specifics of any subsequent interview of a student.

Protocol for Interviews by Health Department in Communicable Disease Investigations

A health department official will contact the principal or his/her designee upon entering a school building. A health department official may request and be granted such student information as address, telephone number, parents' names, date of birth and other directory information, if the parent or student over 18 years of age has not filed a written objection to the release of directory information.

The principal and his/her designee will permit a health official to conduct a confidential interview during school hours with a student suspected of being in contact with an individual infected with a communicable disease if the principal chooses not to release the student to travel to the health department.

Please see Procedure #3226P for proper protocol regarding the specifics of any subsequent interview of a student.

INTERROGATION OR INTERVIEWING OF STUDENTS

SUSPECTED CHILD ABUSE

Child Protective Services (CPS): 1-888-713-6115 ext. 8

Remember: Failure to report within 48 hours a suspected incident of child abuse is a gross misdemeanor. Follow confidentiality protocol. The Sequim School Board directs that all staff shall be alert for any evidence of abuse, neglect or exploitation.

Staff shall immediately contact Child Protective Services (CPS) and advise school principal of reports made. If unable to report to CPS, notify local police/call 9-1-1. In the absence of the school principal/designee, notify the school counselor, school psychologist or school nurse.

Important First Steps for ... Responding to:

Sexual Assault (child assaulted on or near school property).

1. Accompany victim to safe place at school and remain with him/her.
2. Protect evidence of sexual assault.* Do not allow victim to wipe or wash themselves or change clothes.
3. Notify police, school principal or designee, school nurse, school counselor or school psychologist, one of whom will contact parents and Child Protective Services without delay.
4. Complete a Child Abuse and Neglect report form #3421F. Send copy to CPS, building principal, and school counselor.

Sexual Abuse (suspicion of past sexual incidents).

1. Notify school principal or designee, school counselor or school psychologist immediately.
2. Notify CPS at **1-888-713-6115 ext. 8** and describe evidence ASAP.
3. Leave notification of family to CPS or law enforcement.
4. Complete a Child Abuse or Neglect Report #3421F. Send a copy to CPS, building principal, and school counselor.

Suspected Physical Abuse or Significant Neglect

1. Notify school principal or designee, school counselor or school psychologist immediately.
2. Notify CPS at **1-888-713-6115 ext. 8** and describe evidence within 48 hours. CPS will advise you of next steps. Follow their directions.
3. Complete a Child Abuse and Neglect Report #3421F. Send a copy to CPS, building principal, and school counselor.

Reference Policy / Procedures #3421--Child Abuse, Neglect and Exploitation Prevention

SUSPECTED CHILD ABUSE

RIGHTS OF DIVORCED / ESTRANGED PARENTS

(includes potential "kidnapping" by estranged or divorced parent)

School personnel sometimes find themselves in the middle of a struggle over a child between estranged/divorced parents. There may be fears that the child could be snatched from school and taken to an unknown location. Be certain that all office personnel understand both the rights of parents and the procedures to follow.

1. Both natural parents have the right:

- a. To view the child's school records,
- b. To receive school progress reports,
- c. To visit the child briefly at school, and
- d. To participate in parent/teacher conferences (not necessarily the same conference).

Only a legal document (i.e., final divorce decree which includes specific denial of visitation rights or restraining order denying visitation) can prevent a parent from participating in the activities named above.

2. For the school's purposes, the parent who resides with the child is known as the Custodial parent. If both parents claim to be the custodial parent, enrollment records should be examined. The parent who enrolled the child is considered to be custodial parent until a legal document naming the custodial parent can be provided to the school.

3. While both parents may see the child at school, only the custodial parent has the right to remove the child from school property. If the non-custodial parent asks to take the child from school, follow these steps:

- a. The staff member is to explain that the school staff is responsible for the child's welfare while at school. In front of the non-custodial parent, telephone the custodial parent and explain the request. If the custodial parent agrees, then comply with the request.
- b. If the custodial parent objects, explain the rights of both natural parents (see #1 above). Confirm that the school will allow a brief visit and describe the conditions so that both parents hear the information. Emphasize that the child will stay in the office area for the visit, will return to class afterward, and will not leave school property.
- c. Send for the child to come to the office; do not send the parent to the classroom. Explain to the child how the visit will be handled. Emphasize that you will return the child to class when the visit is finished. Provide a place for the visit which can be observed by office staff. Escort the child back to class after the visit.

**** If a parent comes to your classroom, send him or her to the front office for clearance!!**

Reference Policy / Procedures #3126--Child Custody

RIGHTS OF DIVORCED / ESTRANGED PARENTS

SCHOOL RESPONSE TO DEATH OF A STUDENT OR FACULTY MEMBER

1. Call "9-1-1" if tragedy occurs at the school.
2. Immediately inform appropriate school personnel: school administrator, school principal, school counselor, school psychologist or school nurse.
3. Implement school Crises Response Plan.

SCHOOL RESPONSE TO DEATH OF A STUDENT OR FACULTY MEMBER

SUPERINTENDENT

In this handbook "superintendent" will also mean assistant superintendent or other designee in that order, according to availability. "Principal" may mean assistant principal or designee. The same applies to any other administrator such as a director who may appoint designees.

In an emergency affecting a single school, directions will be given by the principal or designee. All information and requests for aid will be coordinated to and from the school site.

In an emergency affecting two or more schools, directions will be given by the superintendent or assistant superintendent. All information and requests for aid will be coordinated to and from the superintendent's office.

In the absence of district direction, principals are authorized to act as needed. Employees may be temporarily assigned as needed.

Look for emergency direction in this order:

Superintendent
Law Enforcement and School Board Principals
Emergency Service Agencies
Fire Department
Staff

Superintendent	582-3262
Director of Communications.....	582-3264
Director of Teaching & Learning	582-3269
Director of Technology	582.3260
Greywolf Elementary	582-3300
Helen Haller Elementary	582-3200
Sequim Middle School	582-3500
Sequim High School	582-3600
Olympic Peninsula Academy	582-3403
Transportation	582-3274
Maintenance	582-3275
Food Service.....	582-3417
Sequim School District FAX	683-6303
Greywolf Elementary FAX	582-9555
Helen Haller Elementary FAX	681-8543
Middle School FAX	582-9486
High School FAX	681-8688
Olympic Peninsula Academy FAX	582-9229
Hospital: Olympic Medical Center	417-7000
Utilities: Road Department.....	417-2379/After hours notify Sheriff's office at 417-2259
Hazardous Substance Information	1-800-424-9300
Public Utilities District	452-9771 (then press "3" for Sequim branch)
Poison Information	1-800-222-1222

SUPERINTENDENT

LOCK DOWN PROCEDURES: ANNOUNCEMENT "THIS IS A LOCK DOWN" OVER THE INTERCOM - This indicates there is a dangerous person/situation on campus necessitating lock up measures. Notify the Superintendent's office.

IN CLASS:

1. Ask students to be seated and stand by for further information.
Check halls for passing students and direct them to your room immediately.
 - *Lock all doors.
 - *Place paper over window in your door.
 - *Close blinds
 - *Wait for further announcements (All Clear).
3. Report if medical assistance is needed.
4. If you observe a non-student trespasser, use the phone or intercom and report location, description, number of individuals, and the direction headed.
 - *Note any possession of weapons IF POSSIBLE.

ALL CLEAR: "The past condition is clear." Listen for explanation - "Resume regular schedule, etc."

OUT OF CLASS: BEFORE SCHOOL/BREAK/NOONTIME/PASSING

1. All staff/students go directly to the nearest room where space is available.
2. Close and lock door if possible, pull blinds and remain until general announcement is made.
3. Report if medical assistance is needed.
4. If you observe a non-student trespasser, use the intercom to report location, etc.
 - *Note any possession of weapons, IF POSSIBLE.

NO STUDENT, TEACHER, OR STAFF MEMBER IS TO CONFRONT A TRESPASSER DURING A LOCK DOWN SITUATION.

SEQUIM HIGH SCHOOL

LOCK DOWN PROCEDURES: ANNOUNCEMENT "THIS IS A LOCK DOWN" OVER THE INTERCOM - is indicates there is a dangerous person/situation on campus necessitating lock up measures. Notify the Superintendent's office.

IN CLASS:

1. Ask students to be seated and stand by for further information.
2. Check halis for passing students and direct them to your room immediately.
 - *Lock all doors.
 - *Place paper over window in your door.
 - *Close blinds
 - *Wait for further announcements (All Clear).
3. Report if medical assistance is needed.
4. If you observe a non-student trespasser, use the phone or intercom and report location, description, number of individuals, and the direction headed.
 - *Note any possession of weapons IF POSSIBLE.

ALL CLEAR: "The past condition is clear." Listen for explanation - "Resume regular schedule, etc."

OUT OF CLASS: BEFORE SCHOOL/BREAK/NOONTIME/PASSING

1. All staff/students go directly to the nearest room where space is available.
2. Close and lock door if possible, pull blinds and remain until general announcement is made.
3. Report if medical assistance is needed.
4. If you observe a non-student trespasser, use the intercom to report location, etc.
 - *Note any possession of weapons, IF POSSIBLE.

NO STUDENT, TEACHER, OR STAFF MEMBER IS TO CONFRONT A TRESPASSER DURING A LOCK DOWN SITUATION.

LOCK DOWN PROCEDURES SEQUIM MIDDLE SCHOOL & SEQUIM HIGH SCHOOL

SEQUIM SCHOOL DISTRICT INCIDENT COMMAND

The Sequim School District (SSD) Incident Command System partners District level and school-based personnel in mounting an effective emergency response. At the District level, all SSD departments stand ready to provide emergency resources as directed by the District Incident Commander. At the school level, the Emergency Response Team includes designated school-based coordinators. These designated coordinators perform essential tasks to save life, provide for student safety, secure the facility, communicate with parents, and address the emotional impact of a crisis on students. The School Incident Commander will mobilize these coordinators if their support is needed to effectively respond to an emergency.

SCHOOL INCIDENT COMMANDER

(First responder when an emergency occurs at a school site)

DISTRICT INCIDENT COMMANDER

(Superintendent, in command upon arrival at school site)

CITY/COUNTY INCIDENT COMMANDER

(In command upon arrival at emergency site)

PUBLIC INFORMATION

(District Office Personnel)

DISTRICT CRISIS TEAM

(Assist principals and schools in addressing the social and emotional impact of a crisis)

FIRST AID COORDINATOR

(Direct triage and the administration of first aid)

STUDENT SUPERVISION COORDINATOR

(Administrators coordinate the supervision of students by teachers)

FACILITY AND MATERIALS COORDINATOR

(Coordinate the security of the building and provide material to support School Incident Commander)

STUDENT-PARENT REUNION COORDINATOR

(Administrators and Secretaries coordinate the reunion of students and parents or legal guardians)

SCHOOL-BASED CRISIS TEAM COORDINATOR

(Coordinate a response to students or staff who display significant emotional distress)

TEACHER RESPONSIBILITIES

(Supervise students in their care)

SEQUIM SCHOOL DISTRICT INCIDENT COMMAND

STUDENT RUNAWAY OR MISSING STUDENT

TEACHER - Report any missing students to the Principal's office immediately.

If during a school field trip:

1. Immediately gather all students on the bus or in an area away from any crowd and take roll.
2. Inform all chaperones of the missing student.
3. Gather all available adults and have them start a search.
4. Inform the management and staff working at field trip location.
5. Notify the Principal's office of missing student.
6. Notify a parent.
7. Call 9-1-1 for Police.

PRINCIPAL

During school hours after student has been listed as "present"

1. Obtain registration information and photograph from files.
2. Quickly search campus, including an "All Call" on P.A. system.
3. Notify security and the Superintendent's office.
4. **FOR MISSING YOUNG CHILD IN ELEMENTARY SCHOOL DO NOT DELAY IN CALLING 9-1-1.**
5. Call parent or those listed on emergency release form.

- a. Advise parent to confirm to police that their young child is missing.
- b. Advise parent to call the police if their high school student is not located within a reasonable period of time.
6. Do not release any information to the media, refer inquiries to Superintendent's office.
7. When police arrive at school, work closely with them.
8. If student is located, notify parent immediately.

During school hours when student is missing between school and home

1. Check with parent if student does not arrive at school.
- a. Is student legally absent?
** If answer is "Yes," stop procedure.*
- b. Could student be lost? Is student suspected of being a runaway? Is student suspected of being truant?
** If answer is "Yes," stop procedure.*
- c. Are any of his friends also missing?
** Ask for student's possible route to school and for means of transportation.*
- d. Advise parents to call the police if student is not located within a reasonable period of time.
** If on a school bus, check with the Bus Garage.*
- e. Ask a parent to notify the school if the student is located.

2. Obtain registration information and photograph from files.
3. Notify security, and the Superintendent's office.
4. Contact transportation to see if the student rode the bus to school.
5. If the student is a young child, possibly lost, school personnel should drive the student's route to school.
6. Do not release any information to the media, refer inquiries to the Superintendent's office.
7. If police arrive at school, work closely with them.
8. If student is located, notify a parent immediately.

After hours when a student is missing between school and home

1. If a parent or caregiver has called the school to advise of a missing student:

- a. Express concern and desire to help.
- b. Gather pertinent information.
- c. Advise the caller to contact alternate caregivers and friends.
- d. If caller is a parent, advise them to call the police if student is not located within a reasonable period of time.
- e. Ask caller to call again if student is located.

2. Obtain the registration form and photograph from the files.
3. Search campus, including "All-Call" on P.A. system.
4. If student is not found on campus, call Security.
- a. If student is a young child, possibly lost, school personnel should drive the student's route to school.
5. If caller is not a parent, call the parent or legal guardian.
6. Advise the parent to call the police if student is not located within a reasonable period of time.
7. If the student rides the bus, call transportation.
8. Do not release any information to the media, refer all inquiries to the Superintendent's office.
9. When police arrive at school, work closely with them.
10. If the student is located, notify a parent immediately.

OFFICE

1. "All Call" for child to report to office, if no response, wait no longer than 2 minutes.
2. Print child's picture and make 10 copies.
3. "All Call" for available staff to report to the office.
4. Designate who will be in charge - principal, counselor, or head secretary.
5. Assign areas - all searchers should take a map, student picture and radio.

** Outside - all playgrounds, parking lots, behind portables and courtyards, behind/between dumpsters
* Inside - gyms, commons, restrooms, custodial area, kitchen, service areas, counseling offices,
conference rooms, staff lounge, staff restrooms, workroom*

6. Notify office when area is clear. Continue monitoring assigned area until student is located.

STUDENT RUNAWAY OR MISSING STUDENT