



FIRST AID AND SAFETY

Most classroom and playground accidents should be handled with common sense. Students who are injured should be sent to the office where a school nurse or secretary can administer first aid. Have an aide or another student take the injured student to the office.

In the case of a severe injury, do not move the student. Remain with the student, and send another student or aide for help. Try to keep the other students calm.

Never give medication to a student, not even an aspirin. If a student requires medication, it should be administered through the school nurse, secretary, or other designated medical personnel.

As a general rule, do not touch a student who is bleeding even if you use gloves. If a student has a bloody nose or cut knee, hand him/her the box of tissues or paper towels, instruct him/her to hold it on his/her wound, and then send him/her to the office for further care. Students who are bleeding should not be allowed to participate in class activities until the bleeding has stopped and the wound has been cleaned and completely covered.

Learn how to handle situations involving blood and other bodily fluids. Listed below are the OSHA Universal Precautions for dealing with these situations.

OSHA Universal Precautions for Handling Exposure to Blood/Bodily Fluids:

1. All blood/bodily fluids should be considered infectious regardless of the perceived status of the individual and you should take steps to protect yourself.
2. Avoid contact with blood/bodily fluids if possible. Immediately notify the school nurse, administrator, or his/her designated first aid person if you are exposed to blood/bodily fluids
3. Allow the injured individual to clean the injury if possible.
4. If it is not possible for the individual to clean the injury, disposable gloves should be worn. Gloves are to be discarded in a designated lined bag or container.
5. Clothing that has been exposed should be placed in a plastic bag and sent home with the individual.
6. Upon removal of gloves, hands should be washed thoroughly with warm water and soap.
7. Surfaces contaminated with blood/bodily fluids should be cleaned thoroughly with disinfectant. The cleaning should be completed by the custodian, administrator, or his/her designated individual responsible for cleanup.

ADVICE FROM SCHOOL NURSES FOR GUEST TEACHERS:

1. Do not dispense medication (prescription or over-the-counter) to any students. Send them to the office or school clinic where they have a record of the written permission to give the student the medication, the prescribed amount, and a system for recording the times and dosage administered.
2. Refer all students with injuries (even minor ones) to the office so the normal school procedures can be followed. In an emergency, you may need to escort the student to the office. Or, in a less serious situation, have another student accompany the injured student.
3. Carry to school each day a pair of disposable gloves that are waterproof and made of either latex or vinyl, for use in the event of an emergency that requires you to come in direct contact with a student's injury
4. Always wear protective gloves when you come in contact with blood, bodily fluids, and torn skin, or when handling materials soiled with the same.
5. If you come in contact with bodily fluids from a student, throw your gloves away in a lined garbage can. Better yet, seal the soiled gloves in a small plastic bag before depositing them in the trash. After you remove the gloves, wash your hands for 10 seconds with soap and warm running water.
6. Encourage students to wash their hands before meals and when using the restrooms to reduce exposure to germs.
7. Do not allow students who are bleeding to participate in class until the bleeding has stopped and the wound has been cleaned and completely covered.
8. Check with the school office when there is a student injury. Some schools may require you to complete an accident report form. If so, leave a copy for the permanent teacher and keep one for your records.
9. Prevention is the best antidote for medical emergencies. Always stay with the students. Contact another adult if you need to leave the students at any time. If you have recess duty, walk around the playground and be proactive about potentially dangerous behavior. Remember, you are the adult in charge.
10. Please see Appendix A in the back of this handbook for further information provided by Highline Public Schools, Health Services Department

PLAYGROUND SAFETY

When Inappropriate Behavior Occurs

- Verbally warn children about inappropriate behavior; intervene between fighting children immediately to prevent someone from being hurt.
- Be firm and consistent when enforcing rules; pushing, throwing objects, and hitting other children can lead to serious injury.
- Reinforce safe playground behavior on public playgrounds by following through with appropriate measures.

Playground Accident Procedures

If an accident occurs on the playground, the following procedures should be followed:

- ث Keep other children away from the area. Immediately contact the office and notify of the accident -- be prepared to send a student into the office with an emergency red card (or some other form to indicate the serious situation.)
- ث Check for injuries and secure proper medical assistance.
- ث Always suspect a neck and back injury with head injuries, until proven otherwise.
- ث DO NOT MOVE THE STUDENT IF YOU HAVE ANY DOUBTS. However, if the injury is not of a serious nature, help the student to the clinic or office.
- ث If the accident is due to defective equipment, make sure that the other students stay away from the equipment until it is repaired or replaced.
- ث Notify the facility manager *and* principal of defective equipment. (Separate forms are available.)
- ث Obtain the names of all witnesses.

ف Complete a “Student Accident Report” as soon as possible. Although not a complete list of all possible accident scenarios, following are considered incidents that require an Accident Report:

- Student left school or an activity for medical treatment.
- An ambulance is called.
- Parent was notified.
- Injury involves weather conditions.
- Injury may have been caused by physical condition of facility.
- Injury involves the head, neck, or spine.
- Parent expresses concern over way student was treated.
- Injury was competitive sports related.
- If the form is to be filled out by the school nurse, be sure you give all of the necessary information in order for the form to be filled out completely. If equipment is determined to be a safety issue, notify principal or facilities department.

ف Send original Accident Report to Security & Safety department, and maintain one copy for the school. (Refer to the HSD Policies and Procedures for additional assistance.)

Commitment to "Safe & Civil Schools"

Highline Public Schools has made a commitment to a program called "Safe & Civil Schools", a multi-faceted training program designed to provide effective and consistent guidelines for non-classroom areas – common areas. These guidelines work for guest teachers in the classroom as well.

The following general tips are excerpted from the "Safe and Civil" training:

Effective Supervision

- Be positive
 - Your behavior sets a tone. Make sure you remain positive, set high expectations, rules for cooperation and respect.
 - Keep your focus on the positive – be friendly and smile.
- Be persistent
 - Stay active, cover the area, watch for the need for intervention,
 - Remain vigilant.
- Be patient
 - Students will make errors and occasionally break the rules.
 - Behavior change is difficult. Look for and acknowledge small steps toward mastering the rules.

How To Do It

- Establish positive expectations
 - First contact with students should be positive. This reduces the potential for misbehavior.
 - Make a special effort to seek out and greet students who have had previous problems, and acknowledge improvements they've made.
- Actively monitor
 - Keep your attention focused on students at all times! Constantly visually scan the classroom.
 - Circulate the area.
 - Anticipate trouble spots.

- Model behaviors
 - “Do as I do.” guest teachers should model appropriate behaviors.
 - If you expect students to treat you with respect, they should know that you respect them.
- Positive interactions
 - Acknowledge individuals with a positive tone.
 - Recognize attention for behaving versus misbehaving.
 - Remind students that adults are present to enforce guidelines and help if needed.
- Behavior “one-liners”
 - Making positive comments even when the situation is negative.
 - Have an arsenal of comments, such as:
 - “It looks like you are having fun, but you need to find something else to do right now.”
 - “I am glad you know the rules – please make sure to follow them.”
 - “Take a time out and when I get back, be ready to tell me what you need to do differently.”
 - “Tell me (or show me) the right way to...”
 - (Bullying) “Stay away from him/her, or stay closer to me, so that I can monitor the situation.”

General Rules Regarding Disciplining Students

Laws and regulations concerning student discipline must be obeyed by school employees. Corporal punishment is forbidden in Washington common schools. Corporal punishment is defined by the Superintendent of Public Instruction as any act which willfully inflicts or willfully causes the infliction of physical pain on a student. However, regulations permit the use of reasonable force by a school employee as necessary to maintain order or prevent harm to students, school staff or property. Use of physical restraint or aversion therapy as part of an IEP is permitted. RCW 28A.150.300, WAC 180-40-235. Additionally, corporal punishment excludes the following:

1. Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student.
2. Physical exertion shared by all students in a teacher directed class activity, which may include, but is not limited to, physical education exercises, field trips or vocational education projects; or

Discipline may be imposed on any student for violation of the rules of the school district. A school district must adopt and publish a code of student conduct, identifying types of misconduct for which discipline, suspension and expulsion may be imposed. RCW 28A.600.010; WAC 180-40-225. If the school administration refuses to adopt or enforce a code of student conduct, the local association must become active in organizing its members to resolve this problem. A model code of conduct may be obtained from your UniServ office.

Generally, school employees are required to act reasonably under all the facts of the specific situation. State law defines the following acts as unreasonable: RCW 9A.16.100

1. Throwing, kicking, burning or cutting a child;

2. Striking a child with a clenched fist;
3. Shaking a child under age three;
4. Interfering with a child's breathing;
5. Threatening a child with a deadly weapon; and
6. Doing any other act that is likely to cause and which does cause bodily harm greater than transient pain or minor temporary marks.

Other actions not on this list may also found to constitute child abuse in some circumstances.

Disciplining special education students requires some additional considerations. All students with disabilities are protected by Section 504 of the Rehabilitation Act. Some Section 504 students also qualify for special education under the Individuals with Disabilities Education Act.

School employees may apply the same in-school disciplinary procedures to students with disabilities as they would to any other student. Those disciplinary procedures may include but not be limited to time-out, detention, use of study carrels or restriction of privileges.

For students with disabilities, behavior goals and disciplinary actions should be incorporated in the Section 504 accommodation plan or the IEP. If a student is not making progress on such behavioral goals, then the teacher has the right to ask for a review of the student's program and/or placement, to recovene the IEP team.

Students with disabilities who are proposed for expulsion or suspension are entitled to additional due process. However, a school district can get a court order allowing exclusion of a violent student with disabilities pending due process procedures. Please note that this section does not always completely address the law governing the use or infliction of corporal punishment or physical discipline, and it does not adequately cover suspension or expulsion. For additional information please contact your UniServ staff.

Recommendations Regarding Touching Students

Touching children in the school setting has positive educational aspects. However, touching children carries a risk that the educator may be accused of improper touching. Thus, an educator must exercise conscious judgment in determining whether to touch students and under what circumstances.

To exercise good judgment regarding touching, the educator must consider several factors:

1. Age of the child

- a. *Kindergarten — second grade:* It is virtually impossible to avoid touching students of this age in a classroom. However, as students grow older, the acceptability of touching and hugging decreases.
- b. *Middle Grades:* Female children are extremely conscious of their sexuality from grades four through nine. The most numerous accusations of improper touching in the schools occur in this age group, who, according to one psychologist, are preoccupied with sexuality. Females of this age are very sensitive regarding their breasts and often view a touch on the shoulder or back as sexual in nature. Girls in this age group are also extremely sensitive regarding remarks about their clothing and physical appearance. Typically, school employees get into trouble with this age group for patting knees, putting arms around shoulders, putting hands on waists, "looking at me funny" and snapping or rubbing bra straps.
- c. *Higher grades:* Very little touching is acceptable with this age group. Educators most often get into trouble with this group when they attempt to counsel troubled children, especially about sexual or romantic matters. If it is not in your job description to counsel students, it is best not to do so.

2. Educator's sex

- a. Males are perceived as sexual aggressors and almost all accusations are leveled against male educators. Male educators must review their behavior very carefully to be certain it cannot be misinterpreted.

3. Cultural/Personal factors

- a. Some individuals and some cultures are very uncomfortable with any sort of touching. Educators need to be sensitive to students' individual and cultural preferences.
- b. If a student indicates by word or action that he/she is not comfortable with touching, the educator should avoid physical contact with that

student unless such contact is absolutely necessary for safety reasons.

- c. Children who have previously been sexually abused may misperceive a neutral touch as a sexual touch.

Some actions, even if not tainted with improper motive, are **common trouble areas**. Such actions should be avoided when possible:

1. *Repeated one-to-one contact with an individual student.* For example, where a teacher assigns a single child (or even two children) to come early to the gym to help him set up for the day's classes. A better solution is to assign this privilege (chore) to two students, one male and one female, for a quarter, two other students should be selected in subsequent quarters.
2. *Social activities with students* — taking a student or two to the movies, inviting students to your home, visiting students while they baby-sit. If you intend to use an out-of-school activity as a reward for behavior or academic performance, notify parents and your principal in writing well in advance of the educational purpose of the reward.
3. *Driving students in cars.* Students who are in cars with educators often say they were molested.
4. *Giving gifts to students.* If you wish to give gifts to reward students, discuss such gifts with the principal before they are given. Never give a student an expensive gift or a personal gift such as perfume or flowers. Notify parents and principal in writing of the reward system and its educational purpose.
5. *Writing cards, notes or letters to students.* Be particularly careful what is written in annuals. Use professional, distant, name format, such as "Thomas Brown," rather than "Tom" or "Brownie." Do not tell or write students that you "love" them.

Other actions will be **grounds for discipline** and are very difficult to explain:

1. Any request for affection: "give me a hug," "give me a kiss," etc.
2. Any touching except on the shoulders, back and arms. Even this is dangerous with girls in grades four through nine. Avoid lingering touches, such as shoulder massages,
3. Requests for sex or for dates.

4. Any lascivious or sexual remarks of any sort, even those that are jokes.
 5. Remarks about body parts — "you have great legs," "I wish my wife was built like you," "I'm bigger than your boyfriend." Remarks about appearance and dress are also questionable, (e.g. "You're a pretty girl," or "You should wear that sweater more often.")
 6. Touching girls and boys in a different fashion. For example, hugging girls but not boys. Even if this is not sexual behavior, it is sexist behavior and may be grounds for discipline.
 7. Sexual contact with any student. For certificated employees a "student" includes:
 - a) anyone currently supervised by the educational practitioner,
 - b) anyone currently under the age of 18 whom the educational practitioner has ever supervised,
 - c) anyone enrolled in any school or district served by the educational practitioner,
 - d) anyone enrolled in any school or district who is attending an activity at which the educational practitioner is performing duties.
- This definition could also be imposed on classified employees.
8. Sexual contact with a former student. Wait at least a year after graduation, and be sure the student is 18 years old. Even so, such contact with former students is dangerous to job security.
 9. Giving alcohol to students or former students under age 21. Lending identification to underage students so they can obtain alcohol.

YOUR OBLIGATION TO REPORT CHILD ABUSE CERTIFICATED EMPLOYEES

- Professional school personnel have an obligation to report cases of child abuse or neglect whenever there is “reasonable cause” to believe that a child has suffered abuse or neglect. Make such report to the administrator immediately, but in no case later than 48 hours.
- District Procedure 3421P requires that you report the incident immediately to the building principal or designee to ensure that the principal is aware of the situation and to share the burden of reporting. The principal or designee must then report to law enforcement or CPS.
- Even though a certificated employee reports an incident to the principal, it remains the certificated employee’s responsibility to see that a report is made to law enforcement or CPS.
- Effective June 10, 2004, state law also requires that if you have knowledge or reasonable cause to believe that a student has been a victim of:
 - Physical abuse by another school employee
 - Sexual misconduct by another school employee

you must report the abuse or misconduct to the building principal or your department head immediately, but in no case later than 48 hours. Principals must then make a reasonable cause determination and when making that determination shall contact all parties involved in the complaint.

- You should not conduct your own investigation.
- You do not need proof of abuse or sexual misconduct, only reasonable cause to believe that abuse or sexual misconduct has occurred. The appropriate agency will determine whether the abuse or misconduct in fact occurred. If in doubt as to whether there is reasonable cause, tell your administrator of your concern.
- “Abuse or neglect” means the injury, sexual abuse, sexual exploitation, negligent treatment, or maltreatment of a child by any person under circumstances which indicate that the child’s health, welfare and safety is harmed.

- Physical abuse includes the physical injury or maltreatment of a student which would indicate the student's health, welfare, and safety is harmed.

- Sexual misconduct includes, but is not limited to:
 - Any sexual advance, verbal or physical
 - Sexual intercourse
 - Indecent exposure
 - Sexual contact
 - Sexual abuse, assault, or exploitation
 - Any sex crime

Legal References: Chapter 26.44 RCW
2 SSB 6220, Laws of Washington (2004)
Highline Board Policy 3421 and 3421P