

# CUSTER SCHOOL DISTRICT



To educate every student  
to his or her potential

# SUBSTITUTE TEACHER HANDBOOK

Revised 6.27.23  
Approved 7.13.09

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# **CUSTER SCHOOL DISTRICT 16-1 SUBSTITUTE TEACHER HANDBOOK**

Welcome aboard!!! Quality substitutes are vital to student success! It is our hope that the information presented to you in this handbook makes your time in the classroom a positive one. You help us to ensure the continuity and efficient operation of our instructional program.

Our professional staff will make every effort to assist you during your assignment. Call on the principal or teacher you are assisting if you have concerns or need help. Each building principal will be providing you with information and training about serving as a substitute within their building.

We will be counting on you to be a positive role model for students and the community. We expect that you will behave and dress in a professional manner, and will model the highest ethical standards, which includes maintaining confidentiality. Should you suspect any child abuse, you are to report it immediately to the building principal or counselor.

You are in an excellent position to interpret the school operations and instructional program to the public. We all look forward to the service you provide to the students of Custer School District. Have a great year!

**Phone numbers and buildings: Phone**

**CUSTER ELEMENTARY (K-6)** 673-4483

Principal – Mrs. Barb Paulson  
Administrative Assistant – Cindy Heyne

**CUSTER JR/SR HIGH SCHOOL** 673-4473

Principal – Mr. Tobey Cass  
Assistant Principal – Joey Kortemeyer  
Assistant Principal – Dusty Petz  
Administrative Assistant – Kelli Moore

**HERMOSA SCHOOL (K-8)** 255-4345

Principal – Mr. Forrest “Frosty” Paris  
Administrative Assistant – Jennifer Conley

**ALTERNATIVE SCHOOL (9-12)** 673-3592

Teacher/Coordinator – David Williams

**NURSE’S OFFICE** 673-4483

Nurse - Becky Hove \* Seanna Hewett

**ADMINISTRATION OFFICE** 673-3154

Superintendent – Mark Naugle  
Administrative Assistant – Jennie Anderson

**SPECIAL EDUCATION DIRECTOR** 673-2171

Stacey Boutain  
Admin. Assistant – Kathy Stambaugh

**MAINTENANCE SUPERVISOR** 673-3154

Joe Uhrich or Kevin Metzger

**ACTIVITIES DIRECTOR**

**JR/SR High** 673-4473

Joey Kortemeyer and Dusty Petz

**Hermosa**

Casey Trandem 255-4345

**NOTIFICATION**

Being available to receive calls from the building secretaries from 6:15 a.m. to 8:00 a.m. is important. Prior notification will be given when possible and it is possible that you may be needed at any time during the school day. **Always check with the secretary before you start your assignment and before you leave the building at the end of the day on days you substitute. The secretary may need you to substitute the next day, if you are available.**

## **TEACHER SUBSTITUTE PAY RATE/PAY DAY**

Please see chart below for pay rate for teacher substitutes with or without teaching degrees, four year college degrees, or less than a four-year college degree. Pay is prorated if you put in less than a full day. Subs must have a current teaching certificate (from any state) to be paid at the certified rate. The payroll cycle runs from the 16<sup>th</sup> day of the month through the 15<sup>th</sup> day of the next month, with payday on the 25<sup>th</sup> of every month. If the 25<sup>th</sup> falls on a day when school is not in session, such as a Friday, Saturday, or Sunday, then payday would be on the last school day prior to the 25<sup>th</sup>.

## **SUBSTITUTE STAFF EMPLOYMENT**

### **POLICY**

In hiring teacher substitutes, candidates with degrees will be given preference. Substitutes holding a teaching certificate, from any state, expired or current, will receive the certified substitute pay rate. The district's goal is to ensure that we use only certified substitutes for long-term substitute needs.

The district will have three categories of Substitutes:

1. Non-degreed
2. Degreed (4-year college degree)
3. Certified Teacher (any state)

Any retired Custer School District certified teacher, with either a current or an expired certificate, will be paid the Certified Rate for 20+ days of subbing. She/he will be eligible for the 12+ consecutive day rate upon meeting that qualification.

Substitute teachers will be paid at a rate to be established annually by the Board of Education. Substitute pay status will be carried forward from year to year. Once a substitute has fulfilled the required number of days in one year that status will be carried over to the following year. But should a substitute drop below the required number of days for a certain pay status each school year, they will need to regain that status the following school year. Days from one school year may not be combined with days from another school year to reach the necessary number of days to change pay status.

A Long-Term Assignment (LTA) is defined as 12+ consecutive days for the same teacher. After 12 days of subbing, the payrate will reach the rate defined in the table below and will include retro-active pay for days 1-11; after LTA is complete LTA rate ends and pay reverts to applicable daily rate. The district will hire substitutes for classified staff only when it is deemed necessary to do so.

Classified substitutes will be paid at the entry level per diem rate for their job assignment.

Adopted: 11/13/95; Revised: 11/13/00; 1/8/01; 9/12/05; 6/30/08; 8/12/13; 9/14/15; 9/11/17; 7/17/23

## **SUBSTITUTE TEACHER PAY RATES**

DAYS WORKED	BACHELORS DEGREE		NO DEGREE
	CERTIFIED	NOT-CERTIFIED	
0-19 DAYS*	\$120	\$115	\$110
20+ DAYS*	\$135	\$130	\$125

<b>12+ Long-Term Assignment*</b>	<b>\$150</b>	<b>\$145</b>	<b>\$140</b>
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\* Days do not have to be consecutive. Retired CSD Teachers will start at the rate for the 20+ days. \*\* Long-Term Assignment (LTA) is defined as 12+ consecutive days for the same teacher; After 12 days, pay will reach rate defined in table and will include retro-active pay for days 1-11; after LTA is complete, LTA rate ends and pay reverts to applicable daily rate.

**Other substitute rates:**

Para subs: \$14/hr

Custodial subs: \$16/hr

Nurse subs: \$32/hr

**CHECK-IN AT PRINCIPAL'S OFFICE**

Each day you agree to substitute, **check-in with the principal's secretary before school starts**. The office staff then knows you are ready to start, and you can receive any last-minute instructions. This also gives you the opportunity to get your questions answered before the class hour starts. Please note different buildings start school at different times. Check the chart below to see which building you will be working at and report in with the building secretary at the teacher start time for that building.

**STUDENTS' AND TEACHERS' SCHEDULES:**

SCHOOL	STUDENTS		TEACHERS	
	START	END	START	END
<b>Custer Elementary</b>	7:50 a.m.	3:35 p.m.	7:30 a.m.	4:05 p.m.
<b>Custer Jr High</b>	7:45 a.m.	3:39 p.m.	7:30 a.m.	4:05 p.m.
<b>Custer Sr High</b>	7:50 a.m.	3:43 p.m.	7:30 a.m.	4:05 p.m.
<b>Hermosa Elementary</b>	7:50 a.m.	3:35 p.m.	7:30 a.m.	4:05 p.m.
<b>Hermosa Middle</b>	7:50 a.m.	3:35 p.m.	7:30 a.m.	4:05 p.m.

**FOLDER (SUBSTITUTE)**

Teachers are required to leave an **up-to-date** folder with all the needed information to run a class smoothly in their absence. There may be an occasion when a teacher has an emergency and cannot prepare. In such cases the building principal will assist you with preparation by contacting another teacher with expertise in the area you are substituting.

The substitute folder includes a minimum of the following:

1. Lesson plans
2. Daily time schedule.
3. Seating charts--roll call book.
4. Classroom discipline rules/procedures.
5. Daily time schedule.
6. List of special classes students participate in.
7. Any other pertinent information needed for successful classroom operation.
8. Description of special student procedures or modifications needed.

9. List of special classes students participate in.
10. In addition, special education teachers will include:
  - Role identification for periods involving collaborative teaching.
  - Care plans for students who have unique needs.
  - A listing of teacher assistants, their responsibilities and time schedules.
  - Teachers will leave materials necessary for teaching, such as copies of textbooks, etc., on the desk to assist educational delivery in the class.

The Office Staff will:

- Escort you to the classroom on the first day of a new assignment.
- Will show you where the staff workroom is for you to have your break or lunch.
- Ensure that the substitute folder is complete with lesson plans, class roll, and the supplies/equipment necessary to successfully complete the day.
- The elementary office will require you leave your vehicle keys when you are handed the key card to the classroom to ensure the key card is returned at the end of the day.
- Help make you feel welcome and a part of the school.

### **STAFF MEETINGS**

Long-term substitutes are asked to attend all staff meetings scheduled during the absence of the regular classroom teacher.

### **CLASSROOM MANAGEMENT**

It is your responsibility to maintain a proper classroom learning environment by exercising classroom management. Report all serious disturbances to the building principal. Do not leave the room unless an emergency exists. Here are some suggestions:

- **BE FLEXIBLE** - Every student is different, and every class is different. Some classes require more structure than others.
- **TELL IT LIKE IT IS** - Let your expectations be known. Do not keep the students guessing about what is going to happen next.
- **INSIST ON ORDER FIRST** - Students appreciate calmness in a classroom. You may sacrifice the teacher's lesson plan if you sense order must be restored. The regular teacher will not want to return to a class where chaos reigned the day before. One can always catch up to the lesson plan, but it may take weeks to restore order.
- **RECOGNIZE ATTENTION SPANS** - If your students become restless, change the pace of the activity.
- **IGNORE CERTAIN THINGS** - Be selective about what you react to. You cannot react to every comment or action; make good choices.
- **USE BODY LANGUAGE** - Use nonverbal skills to show disapproval for certain behaviors--nod, glance, stand near student(s).
- **LISTEN TO YOUR VOICE** - Avoid becoming loud and shrill. Refrain from making inappropriate statements.
- **CHECK YOUR TEMPER** - You will find it very difficult to control a class if you are out of control. **Be mobile in the room--let your physical presence be felt by students by wandering around.**
- **FOLLOW THROUGH** - Don't say things to students that you have no intention of carrying out.
- **BE CONSISTENT** - You may know some students in the room. Don't be their "buddy" in this environment.

- **USE ENCOURAGEMENT BUT NO LAVISH PRAISE** - Praise must be sincere to be accepted by the person you are praising. Students know the difference between praising and patronizing. Be careful.
- **BE A SALESPERSON** - The soft sell will deflate a volatile situation. Don't be afraid to kid the aggressive student along, if your "soft-sell" fails. Diplomacy is critical.
- **IN SHORT:**
  1. Maintain your composure.
  2. Be respectful of the students and they will be respectful of you. If you back a student into a corner they will react in a negative manner. Antagonism and sarcasm will get you the same in return.
  3. React to classroom accidents in a calm manner.
  4. Hold students individually accountable for their behavior.
  5. Follow school discipline policies and only assign consequences according to policy and for which you are willing to follow through on.

Implementation of the following hints used by successful classroom teachers will promote your enjoyment of the substitute teaching experience.

- Describe situations that invite student action.
- Recognize students' feelings.
- Invite cooperation.
- Give brief and clear instructions.
- Remain flexible.
- Model appropriate behavior.
- Focus on solutions. Use the class for suggestions.
- Recognize conflict and diffuse it.
- Ignore minor skirmishes and concentrate on the total picture.
- Allow face saving.

It is important to remember YOU ARE TO MAINTAIN THE WAY THE REGULAR TEACHER HAS ORGANIZED THE CLASS. There are several specific Board Policies at the end of the handbook which address student discipline issues. Please review them.

## **CLASSROOM PROCEDURES**

Here are some hints at what you should do to prepare for the classroom you are about ready to supervise:

1. **Get to the room on time** and greet the students at the door as they enter.
2. To convey a sense of order, remove the previous class's work off the chalkboard.
3. Ensure the room looks neat and the environment is acceptable.
4. Write your name on the board.
5. Start the lesson as soon as possible.

## **USING COMPUTERS**

Use of a teacher's computer is permitted only when you have been given specific directions to do so. Do not "play with" or "fix" a teacher's computer, such as changing backgrounds or other settings. **At no time are you to play games, use the Internet, or e-mail.** Your role is interacting with the students by moving around the room seeing if they need help. Monitoring students is important even during test taking.

## **CHECKING OUT**

In the substitute folder you will find a daily summary sheet. On this sheet make written comments about how the day went. This gives the regular teacher input as to what was accomplished - i.e., discipline problems, positive things, summarize the day.

Secure the room before you leave. Close windows; pick up the room, leaving the room in good order. Stop in the principal's office to check out with the secretary and complete the appropriate paperwork prior to leaving for the day. The secretary will tell you whether you are to continue the assignment the next day.

## **SUBSTITUTE'S REPORT TO THE REGULAR TEACHER**

**Directions:** Please complete this form at the end of each day or class you have covered for the regular teacher(s). Leave the form with the building principal when you leave--the principal will forward the evaluation to the regular classroom teacher.

1. Was your substitute folder adequately prepared by the teacher?
2. Was the lesson plan, seating charts, and roll book in the folder?
3. Did the teacher leave clear instructions for other duties (i.e., lunch duty, hall duty, playground duty, bus duty, etc.)?
4. Were you able to locate necessary books, equipment, etc.?
5. Did you feel comfortable in taking this teacher's class(es)?
6. Did you stick to the teacher's lesson plan? If not, why?
7. Please make notations, by class period or subject area (elementary teachers), of each class's progress today and make note of any discipline problems and names of those involved.

**NOTE: ELEMENTARY TEACHERS MAKE COMMENTS ACCORDING TO SUBJECTS TAUGHT AND IN THE SEQUENCE TAUGHT.**

**SUBSTITUTE \_\_\_\_\_ DATE \_\_\_\_\_**

## **STUDENT CONDUCT**

**Common sense should prevail. A general "rule of thumb" is one should not be involved in any activity which is unsafe or unkind. Here are some specific rules to follow:**

1. Students entering the building outside of the regularly scheduled school hours are expected to report directly to the location of the activity in which they are involved and conduct themselves in an orderly manner. Students are not to enter other school areas.
2. No running or playing on the walks or entryways.
3. No rock-throwing or throwing of snowballs.
4. Use only assigned restrooms, and do not loiter or play in this area.
5. Softballs, and not baseballs, will be used on the playground.



6. Please refrain from bringing candy, gum or food (other than lunch) to school. School parties or sales are exceptions to this rule.

**Under current Board policies, students who exhibit the following kinds of behavior either while on school property, while participating in school-sponsored activities, or while interfering with a school-sponsored activity are subject to suspension from school, or possible recommendation for expulsion pursuant to procedural due process:**

1. Students, including those 18 years or older, who consume, possess, buy, sell, give away or are under the influence of a controlled substance and alcohol;
2. Students who alter school records, forge signatures of parents, teachers or other school personnel, or who forge signatures of doctors or employers, or knowingly use a falsified document;
3. Students who steal or damage the property of the school [including other school districts] or of other individuals;
4. Students who willfully disobey or defy reasonable directions given by school personnel on or off school property;
5. Students accruing frequent unexcused absences or tardiness as specified in the school attendance policy;
6. Students failing to observe parking lot regulations regarding speeding, reckless driving and unauthorized presence;
7. Students who violate the use of tobacco policies of the District;
8. Students who possess, transmit, buy, sell, or use weapons of any kind. Weapons will include objects not commonly considered as such, but modified for use as weapons. Imitative weapons may be included in this category;
9. Students who physically assault students or school personnel;
10. Students who threaten others or verbally harass students, patrons or school personnel;
11. Students who spread rumors or agitate conflict situations, which may encourage fighting by other people;
12. Students who block or restrict the free, safe travel of students and staff;
13. Students who exhibit behavior, including profanity, which is disruptive.

### **STUDENT DRESS CODE**

The Board of Education has determined that a student's appearance and attire at school should be primarily the parents' responsibility. However, reasonable regulation concerning dress, hairstyle, and cleanliness is vital, not only to the individual student but also to those with whom he/she shares a classroom. Appearance and attire must be consistent with the basic educational mission of the Custer School District.

1. Students are not to wear clothing or hairstyles that are hazardous to them in their school activities such as shop, lab work, physical education, and extra-curricular activities.
2. If the teacher feels that a student could be endangering his/her health, precautionary measures may be taken, i.e., hair nets, goggles, etc. When a student is unsure of what is considered appropriate, the principal will give an interpretation of the Handbook.
3. Casual dress, unless otherwise stipulated by the administration, may be worn at all school plays and other extra-curricular events when held inside, as long as regular school dress codes are followed.
4. Footwear will be required at all times.

5. Students are not to wear clothing or display items or symbols, when there is reasonable perceived connection with sex, alcohol, drugs, or violence.
6. Students are not to wear attire or display items or symbols with vulgar or offensive words, or dress in such a way as to cause a disruption of the education environment.
7. Students are not to wear hats, caps, or bandanas during school hours.
8. Students are not to wear chains.
9. Students are not to wear halter or backless tops or have undergarments visible or wear short shorts or short skirts.
10. Cellphones may be carried, however, if misused inappropriately, they may be taken away by teacher or administration.

### **STUDENT DISCIPLINE**

Students will conform to rules and regulations of the Custer School District or face disciplinary action. Superintendents, principals, supervisors and teachers and their aides and assistants, have the authority to use the disciplinary action that is reasonable and necessary for supervisory control over students. Like authority over students is given any person delegated to supervise children who have been authorized to attend a school function away from their school premises and to school bus drivers while students are riding, boarding or leaving the buses. Legal Ref.: SDCL 13-32-2

Staff and students share responsibility for maintaining a positive school climate and will observe the following principles in maintaining control and discipline in the schools:

1. The approach to discipline should be of a positive nature as most individuals modify behavior faster under praise. The professional staff will identify the social, emotional, and academic problems that contribute to a student's misconduct and poor attitude.
2. Every individual needs to feel worthy and accepted as a person. In addressing a student's conduct or attitude and in taking disciplinary action, staff members will endeavor to show the student that it is his behavior that is objectionable, not the student.
3. Appropriate and adequate classroom management offers students the freedom to experience and acquire self-control and self-discipline.
4. Disciplinary regulations are developed at each school site.
5. Building principals review discipline regulations annually with their staff, students, and parents. Any proposed changes in regulations are submitted to the superintendent PRIOR TO THE END OF THE SCHOOL YEAR so the changes can be implemented into the District Student/Parent/Guardian Handbook for the upcoming school year.
6. The Board of Education approves the Student/Parent/Guardian Handbook annually prior to the beginning of each school year. The Board extends to its entire professional and classified staff the authority to enforce policy and regulations governing student behavior. Students will comply with the directions given them by staff members.

### **PROHIBITION OF CORPORAL PUNISHMENT**

1. The use of corporal punishment, defined as any act of physical force on a pupil for the purpose of punishing that child, shall not be used in this district, will not be tolerated as a disciplinary measure. The term will not apply, however, to the use of reasonable physical force in the following situations.
  - a. For self-defense;
  - b. To protect other persons from physical injury;
  - c. To protect property of the school or others;
  - d. To remove a student who has refused to comply with requests to refrain from disruptive behavior; and
  - e. To restrain or control a student that is out of control.
2. By law, physical force may be used by the superintendent, principal, supervisor, and teachers and their aids and assistants. This authority extends to any person delegated to supervise children

who are authorized to attend a school function away from school premises, including school bus drivers.

3. Any employee using physical force to control a student is to document the incident in writing, with copies given to the principal and superintendent by the close of the following school day. The superintendent keeps the Board apprised of unusual or extreme incidents of the use of physical force.
4. Inservice training for new staff in the use of alternative, positive measures of discipline will be provided. This same training shall be provided to bus drivers by any agency with which the district may contract for pupil transportation services.

### **SAFE AND DRUG-FREE SCHOOLS**

**Drugs/Alcohol/Tobacco** – The use of these substances on school property, at school activities, or in school vehicles is prohibited by board policy. It is important that staff using tobacco do so off school property and attempt to be out-of-sight of students.

**Weapons** - Board policy forbids having dangerous and/or illegal weapons on school property, at school-sponsored activities, or in school vehicles. Exceptions would be weapons under the control of law enforcement personnel, starting guns while in use at athletic events, firearms or air guns at fire ranges, gun shows, and supervised school training sessions for the use of firearms. Dangerous weapons taken from pupils must be reported to the building principal immediately. Appropriate disciplinary action shall be pursued by the building principal. A dangerous and/or deadly weapon is defined as any firearm, knife or device, instrument, material or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm. Facsimiles [imitations] of weapons will be considered as dangerous and/or deadly as defined by District policy.

### **SMOKING (TOBACCO USE ON SCHOOL PROPERTY)**

Tobacco products of any kind may not be used on District property, at school activities, or in school vehicles.

### **STUDENT ACCIDENT, INJURY AND ILLNESS PROCEDURES**

There may be times throughout the school year when student injuries occur in your classroom or on school property. In general you:

- Notify the principal/designee to direct first aid if needed.
- Provide assistance as needed.
- Fill out an accident report for **every** incident. See Appendix A.

1. No treatment of injuries, except first aid, shall be permitted in the schools.
2. First aid is defined as the immediate and temporary care given to a sick and injured person by the best-qualified individual at hand. Any care beyond first aid is the responsibility of the parent/guardian or the contact person the parent/guardian has designated for emergencies.
3. Each principal, or his/her designee, shall direct the immediate care of ill or injured persons who come within his/her area of responsibility.
4. A master first aid kit shall be kept and properly maintained in each school.
5. Procedures for the proper handling of such emergencies are attached to this policy (see Appendix B).

When a student is ill and feels s/he must go home, the administrative officer in charge (i.e., building principal or a teacher) will call the home to be certain there is someone there before either sending or taking the pupil home. It is the responsibility of the school to talk to some responsible person connected with the child, if not the parents, before the student is released. Students must receive a "Permit to Leave Building" slip, prior to leaving.

Appendix A  
**REPORT OF ACCIDENT OR INCIDENT**

**EMPLOYEE COMPLETING REPORT:**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Business Address: \_\_\_\_\_ Business Phone: \_\_\_\_\_

**Date, time and place of accident or incident:** Date: \_\_\_\_\_ Time: \_\_\_\_\_ **AM or PM**

Location of Accident or Incident: \_\_\_\_\_

**PERSON / STUDENT(S) INVOLVED IN THE ACCIDENT OR INCIDENT:**

Name: \_\_\_\_\_ Position or Grade Level: \_\_\_\_\_

Home Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

What was the person involved doing at the time of the accident or incident? \_\_\_\_\_

**THE INJURY:**

What was the nature and extent of the injury? \_\_\_\_\_

Was first-aid administered? \_\_\_\_\_ By whom? \_\_\_\_\_

Name & address of medical facility: \_\_\_\_\_

Did accident result in fatality? \_\_\_\_ Yes \_\_\_\_ No

**VEHICLES INVOLVED:**

School District Vehicle: \_\_\_\_\_ License #: \_\_\_\_\_  
(Year) (Make) (Model)

VIN# \_\_\_\_\_ Description of Damage: \_\_\_\_\_

Other Vehicle: \_\_\_\_\_ License #: \_\_\_\_\_  
(Year) (Make) (Model)

VIN# \_\_\_\_\_ Description of Damage: \_\_\_\_\_

**NON-VEHICLE PROPERTY INVOLVED:**

DESCRIPTION: \_\_\_\_\_

DAMAGE: \_\_\_\_\_

OWNER: \_\_\_\_\_ PHONE NO. \_\_\_\_\_

**DESCRIPTION OF ACCIDENT OR INCIDENT:** (Attach additional statements on separate sheet)

\_\_\_\_\_  
\_\_\_\_\_

**NOTIFICATION** Were parents or guardians of the student(s) notified? \_\_\_\_ Yes \_\_\_\_ No

**WITNESSES:** Name: \_\_\_\_\_ Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Name: \_\_\_\_\_ Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Was a police authority contacted? \_\_\_\_\_ Name \_\_\_\_\_

Address: \_\_\_\_\_ Phone \_\_\_\_\_

**SIGNATURES:**

Signature of Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix B  
EMERGENCY PROCEDURES

When a student is found to be ill or injured:

**1. The staff member first encountering the student should:**

**a) Secure a history of beginning symptoms:**

- i) If possible, determine how the injury occurred, when incident happened or symptoms first noticed, indications of pain, etc.
- ii) This is of utmost importance; it is necessary in accurately relating the nature of the situation to the nurse and the parents.

**b) Contact the school principal's office:**

- i) Advise them of the situation.
- ii) If the child has severe injuries or a severe illness, or if the staff member has any doubt regarding the severity of the injury or illness, ask the office to first contact an emergency care facility.
- iii) Request the office contact the school nurse and the student's parents (guardians).

**c) Secure further instruction from the nurse:**

- i) If the nurse advises, send the student to the her office with either the staff member or another student in attendance (as dictated by the circumstances)
- ii) If the office is unable to reach the nurse, or if the nurse is immediately unavailable do the following:
  - a) Isolate the ill student.
  - b) If appropriate, keep the injured student lying down and protected from excessive heat or cold.
  - c) Provide first aid or give other necessary immediate care within your abilities.
  - d) Note any complaint of pain.

**d) Fill out accident/injury report:**

- i) Complete at a later time, after the issue has been resolved.
  - a) Original copy sent to principal
  - b) Second copy to parent
  - c) Third copy put in accident/injury file, which later will be put in student's file.
  - d) Fourth copy to administration office.
- ii) Provide feedback to the building principal regarding any problems encountered in getting the situation dealt with efficiently.

2. **The Principal's Office:** Actions **a)** and **b)** detailed below should be addressed concurrently, if possible

**a) Notify the school nurse:**

- i) Advise the nurse of the situation
- ii) Obtain the nurse's guidance for emergency care, or request the nurse's presence (as dictated by the circumstances)
- iii) Communicate same with the staff member with the ill or injured student  
iv) If student is advised to go to nurse's office, inform the nurse when the student should be expected to arrive.
- v) If the office staff is unable to contact the nurse:
  - a) If the child has a minor injury or illness, retain in nurse's office or school office until appropriate arrangements with the child's parents can be made.
  - b) If the child has a more serious injury or illness:
    - (1) Request the staff member in the building trained in first aid be sent to the classroom where the sick or injured child is located
    - (2) Provide the staff member attending the sick or injured child with necessary support.
    - (3) If the student is to be transported to an emergency care facility:
      - (a) Obtain a signed emergency treatment consent form from the student's file
      - (b) Provide emergency personnel with a copy of the consent form.

**b) Notify the student's parents:**

- i) Inform them of the district's policy for students who become ill or are injured in school.
- ii) Request that they pick the student up from school, or advise them the child is being transported to an emergency care facility
- iii) If the office staff is unable to contact a parent:
  - a) If the child has a minor injury or illness, retain in nurse's office or school office until appropriate arrangements can be made.
  - b) If the student is to be transported to an emergency care facility:
    - (1) Advise the care facility that the parent's were not contacted
    - (2) Send a staff member (nurse, principal, etc.) with the child to the care facility.
  - c) Continue to make efforts to contact the parent, a near relative, a neighbor, etc.