

# **SAFETY/CRISIS PLAN HANDBOOK**

**Emergency Response  
Procedures for  
Employees**



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**EMERGENCY DRILLS**

## EMERGENCY/DISASTER UNIT PLAN

Select the best staff person for each task. All staff should coordinate with the Principal or designee.

ACTIVITY	PERSON RESPONSIBLE
❖ Verify facts	
❖ Call 9-1-1	
❖ Call Superintendent	
❖ Call PPD	
❖ Roll call for all staff and students	
❖ Institute triage unit and confirm all injuries	
❖ Contact/liaison with emergency officials at site	
❖ Begin telephone tree or staff notification	
❖ Parent contact, if appropriate	
❖ Liaison with Incident Support Unit	
❖ Liaison with Crisis Response Team	
❖ Organize informational staff meeting	
❖ Set up Safe Rooms	
❖ Coordinate follow-up with Incident Support Unit and/or Crisis Management Team	

## **MISSION STATEMENT**

This handbook has been designed as a standardized Emergency Response Plan for the schools in the Finley School District. The mission of the Finley School District is “to provide opportunities for everyone to use their unique talents and skills to become lifelong learners and successful citizens in an ever-changing world.” An environment conducive to learning is one that is safe and secure. The need for developing a comprehensive safety plan, including an all-hazard crisis plan, is supported by the Finley community, administration and the School Board. This plan was developed through the work of the Critical Incident Response Team (CIRT), which was established in September 1995.

The committee adopted the following mission statement:

In order to provide a safe, orderly environment during a critical incident, the Finley School District Critical Incident Response Team will:

- Work with building staff to develop comprehensive incident response plans.
- Provide leadership, training and support for building critical incident teams.
- Coordinate district critical response plans with external agencies and the community.

During times of emergency, it is important to provide prompt and accurate information to students, staff, parents and media. This Handbook will be a guide for the Finley School District when a crisis occurs.

# BASIC DISTRICT PLAN

## Introduction:

### 1. Purpose

The purpose of this plan is to identify emergency responsibilities for Finley School District and its employees. This plan is intended to empower employees in an emergency and clarify emergency roles and response. These guidelines should be revised and expanded on by those in each school to meet their specific needs. Each school will identify person or persons who can declare an emergency and under what conditions. It is not intended as a rigid or restrictive plan.

### 2. Scope

This handbook provides an emergency response plan with employee emergency procedures.

This plan:

- a. Applies to all employees
- b. Applies to all employees tasked to provide response assistance in an emergency/disaster and describes actions to be taken in providing immediate response assistance.
- c. Includes those actions and activities that support the school's effort to save lives, protect the health and safety of students, employees and protect school property.

### 3. Goals

The goals of Finley School District are as follows:

- a. Provide emergency response plans, services and supplies for all facilities and employees.
- b. Coordinate the use of school personnel and facilities within the school.
- c. Restore normal services.

### 4. Definitions

- a. "Evacuation" is defined as any crisis that requires students and staff to exit the building.
- b. "Critical Lockdown" is defined as any crisis that places students and staff in eminent danger and requires they remain in the building.
- c. "Non-Critical Lockdown" is defined as any crisis that does not place students and staff in eminent danger but does require containing everyone in the building.
- d. "Emergency" as used in this plan means a set of circumstances that demand immediate action to protect life, preserve public health or essential services, or protect property.

- e. "Disaster" is defined as any incident that results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.

## 5. Planning Assumptions

The following assumptions are the basis of this plan:

- a. A single-site emergency, i.e. fire, gas main breakage, etc., could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to protect students, staff and school property.
- b. An emergency or disaster, such as an earthquake or hazardous material incident, may occur with little or no warning with mass casualties, destruction of property and damage to the environment.
- c. Local and state government may be overwhelmed by a disaster. Finley School District employees may be on their own for the first 72 hours or longer after a disaster.
- d. Government and relief agencies will concentrate limited resources on the most critical and life-threatening problems.
- e. Assistance from other government and federal agencies will supplement the state's assistance, but such assistance will take some time to request and deploy.
- f. Local and state government may take control of a situation at any time, overriding the authority of the school.

## 6. Limitations

The Finley School District makes no guarantee, based on this plan, of a perfect response system. As personnel and resources may be overwhelmed, Finley School District can only endeavor to make every reasonable effort to respond based on the situation, resources, and information available at the time.

# COMMON OVERSIGHTS DURING CRISIS INTERVENTION

Administrative oversights sometimes interfere with the proper provision of crisis intervention services. Poor crisis intervention actually may prevent or delay the school's return to a normal level of function. Each crisis situation may require some flexibility and common sense to be used by the school administrator and staff.

## Simple Oversights:

1. Absence of a rehearsed plan: The moment of crisis is not the ideal time to inquire about crisis response procedures. The well-practiced plan affords staff and students the ability to respond during a crisis situation.
2. Failure to inform the school population in an appropriate or timely manner: In a crisis situation the administrator must be prepared to communicate the unfortunate news to the school population in an empathetic and timely manner.
3. Supervision of students leaving the school campus during a crisis situation: The students' primary source of support following a crisis is found on campus in the form of trained crisis intervention specialists. Early exits from the campus could place the emotionally distraught student in an environment where harm can occur.
4. The importance of communicating before, during and after a crisis: The well practiced plan before a crisis affords staff and students the ability to respond during a crisis situation. Proper communication during a crisis will instill confidence and security for staff, students and parents. The importance of sharing information after a crisis situation allows sharing emotions, problem solving and future planning.

These suggestions can help school administrators and their employees manage emotional laden situations.

# CRISIS RESPONSE BOX/KIT

## Definition:

A crisis response box/kit has the essential information for effective management of a major critical incident. The crisis response box/kit contains more than directions to use in the event of an emergency.

The following components make possible a thorough crisis response box/kit:

1. Map of grounds and blueprint of buildings including electrical, water, gas and sprinkler system shut off valves and fire alarms
2. Map of neighborhood including potential hazards, major utilities and meeting place for students, staff and parents.
3. Staff roster including work schedules, medical needs and contact numbers.
4. Set of master keys and allen wrench keys for locking security doors.
5. Student attendance rosters including pictures (if possible) and special needs student information (including medical conditions, medications, as necessary and agreements for medical treatments). If appropriate, include strobe light for deaf students, picture cue cards for neurologically involved or significantly delayed students and American Sign Language cue cards for communicating with special need students. ESD translators may also be necessary.
6. Access to cell phone, bullhorn or megaphone, phone numbers for necessary district administrators and local emergency agencies and portable radios or pagers, if available.
7. Release form to track students being released to parents, relatives, emergency personnel or hospital. Polaroid camera and film to record unidentified students, students with injuries and other pertinent information that might be needed during the follow-up.
8. Staff resource lists, including medical/first aid training, fire/police training, bilingual capabilities, grief-counseling training and search and rescue training.
9. Other resources necessary for dealing with a crisis, such as a clip board with lined notepad, release forms, contact forms, pens, pencils, permanent markers, chalk, plain white peel-off stickers, flashlight, batteries and first aid kit (including extra rubber gloves).

## **MEDIA GUIDELINES**

Communication is a critical part of emergency management. Staff, students, parents and the community expect the school and district to release accurate information promptly while maintaining student private and as little interruption to the educational process as possible.

### **Instructor/Staff Procedures**

1. Refer all media to the Superintendent.
2. Notify the principal and Superintendent of unauthorized attempts by the media to contact students.

### **School Administrative Procedures**

1. As soon as possible contact the Superintendent to share clear and concise basic facts that can be shared with the media. The official spokesperson during the crisis will be the Superintendent.
2. If reporters and cameras arrive at school try to shield students and staff from media requests. After receiving permission to give interviews from the Superintendent conduct interviews where they will not disrupt the educational process.
3. Be truthful and as open as possible without compromising people's privacy or going into unnecessarily dramatic details.
4. Give only the facts. Be sensitive. Don't speak off the record. Be prepared. Keep cool. Do not make statements about responsibility until all the facts are known. Have a written statement to read and hand out if the situation requires.
5. Stress positive actions taken by the school and reassure the community of the safety of the students and staff.
6. Do not say, "No comment." Instead try, "I will have to check into the matter. What is your deadline? And I will get back to you."
7. Remember that your responsibilities are to the school community before the media.

# TELEPHONE EMERGENCY PROCEDURES

## Definition:

A telephone emergency can involve threats by phone to students, staff or school property. A call may involve a caller seeking unauthorized information regarding a student or staff member.

## Recipient/Instructor/Staff Procedures

1. As soon as you realize a phone call is an emergency situation, engage caller and write down exact statements. Check caller ID, if available, and write down.
2. Wait for the caller to hang-up. Don't hang-up first.

## LAW ENFORCEMENT PROCEDURES

It should be noted that before requesting direct police intervention, every effort to settle a disruption should be made by the staff and School Resource Officer (SRO). The SRO can be reached at 582-2158. The sheriff's department, however, should be notified of the school disturbance as a matter of record and reference for any future need for assistance. When the deputies arrive on the school grounds they will follow the lead of school administrators unless otherwise necessary to intervene immediately.

1. Develop an agreement regarding coordination and police response to a school crisis as part of the School Critical Incident Plan.
2. Develop a system for ongoing communication and review of the School Critical Incident Plan that includes staff, security officers, parent volunteers, students and law enforcement.
3. Develop a plan to ensure for smooth police involvement in a school crisis situation. For example, school administrators may bring uniformed police officers onto school grounds to de-escalate a situation, to display force, or arrange for arrests if appropriate. When the situation is controlled, officers should leave the campus calmly.
4. Work with your local sheriff's department for the possibility of an assigned school resource/liaison law enforcement officer. Establish contact between the school administrators, security officers, parent volunteers and law enforcement and communicate on a regular basis.
5. Train school staff how to recognize when police intervention is required.
6. If a critical crisis occurs and regular school operations cannot continue and there are serious threats to student and staff safety, the police officer on the scene will take the lead in controlling the crisis as per the Critical Incident Response Plan. However, responsibility for maintaining safety and order among the students and staff, and responsibility for the facility would remain with the school and district administration.

## EMERGENCY PHONE NUMBERS

Police .....911  
Fire .....911  
Ambulance .....911

### FIRE/POLICE/HOSPITAL/EMERGENCY/CRISIS PHONE NUMBERS

Benton County Sheriff's Office..... 735-6555  
Benton County Fire District #1 ..... 734-9100  
Benton County Emergency Services ..... 628-2600  
Crisis Response Center ..... 783-0500  
Kadlec Hospital ..... 946-4611  
    Kadlec FAX Emergency Room ..... 942-2757  
    Kadlec FAX Medical Records ..... 942-2701  
Kennewick General Hospital ..... 586-6111  
    Kennewick FAX Emergency Room ..... 586-5835  
    Kennewick FAX Medical Records ..... 586-5894  
Lourdes Medical Center ..... 547-7704  
    Lourdes FAX Emergency Room .....  
    Lourdes FAX Medical Records .....  
Washington Poison Control Center ..... 1-800-222-1222

### DISTRICT CRISIS RESPONDERS

Superintendent Office..... 586-3217  
Transportation/Maintenance Office..... 586-1394  
Food Service Office ..... 586-3217  
Maintenance Office..... 586-1394

**FINLEY SCHOOLS**

Finley Elementary School ..... (509) 586-7577  
213504 E. Cougar Road, Kenn., WA..... (509) 582-8239 FAX

Finley Middle School ..... (509) 586-7561  
37208 S. Finley Road, Kenn., WA..... (509) 582-8452 FAX

River View High School ..... (509) 582-2158  
36509 S. Lemon Drive, Kenn., WA..... (509) 586-9297 FAX

High School Kitchen ..... (509) 586-0304  
36509 S. Lemon Drive, Kenn., WA..... (509) 586-9297 FAX

VO-AG Building ..... (509) 586-7279  
36509 S. Lemon Drive, Kenn., WA..... (509) 586-9297 FAX

# BOMB THREAT

## Definition:

A bomb threat is any letter or call received which specifically or indirectly implies a device may be detonated and cause damage to life and property. The more details given by the person making the threat, the greater the concern should be.

Most bomb threat messages are very brief. When possible, every effort should be made to obtain detailed information from the caller such as: exact location of the bomb, time set for detonation, description of the bomb and type of explosive used. Details such as: time of call, exact words used, sex, estimated age, identifiable accent, voice description of caller and identifiable background noise should also be noted.

## Instructor/Staff Procedures

1. If a bomb threat by either call or letter is received before school, contact school administrator immediately.
2. If a message is received on voice mail do **not** delete message. Contact school administrator immediately.
3. Follow lockdown procedures.
4. Visually check the classroom for any unknown object. If any object is found, do not touch it. Notify school administrator of its location.
5. Leave doors unlocked when exiting room.
6. Take keys with you.

## School Administrative Procedures

1. **If the principal determines the threat is a hoax**, he/she will conduct a quiet search of the building. No classes will be dismissed. A written report should be submitted to the superintendent.
2. **If the principal determines that the message is a dangerous threat**, call 911 to relay that a bomb threat has been received. Be aware that the 911 operator will require you to stay on the phone line so be prepared to alert someone else about the bomb threat.
3. Contact the District Office. If the threat was received prior to school starting, determine if school will be held that day.
4. Proceed with the specific site lockdown plan.
5. Confirm that the Transportation Office has been contacted and the Superintendent has informed the media if the school schedule has been changed.
6. Proceed by following the specific site search plan. The building administration and the custodial staff will search the general areas of the building for the possible location of any foreign object.

### A. How a Search is to be Made

The room to be searched may be divided into three (3) parts. The bottom third of the room, from eye level to the floor where most of the objects are located; the middle

third from eye level upward toward the ceiling; and the top third of the room. The top third will have such items as light fixtures or a ceiling vent which can usually be observed from the floor. The search should be conducted systematically in a clockwise or counter-clockwise manner. Searchers should look into areas that are open and listen in those areas (cabinets, desks, lockers) where opening every closed area is impossible.

Most homemade bombs are made with spring-wound clocks and give off a ticking sound. The more sophisticated bombs use other devices such as batteries, chemicals, or may even be plugged into a light switch.

**B. What to Look for**

ALL UNIDENTIFIED PACKAGES FOUND DURING BOMB SEARCHES SHOULD BE CONSIDERED DANGEROUS AND LEFT UNTOUCHED, TO BE EXAMINED AND IDENTIFIED BY A QUALIFIED BOMB EXPERT. Bombs come in many shapes and sizes. Some are disguised, while others may be as crude as sticks of dynamite held together with twine or tape. One must be suspicious of any package that cannot be identified. Example: a brown paper package found ticking in an unlocked locker should always be considered dangerous.

**C. Search without Evacuation**

If the preliminary decision is to search the building without evacuating the students, the principal should enlist the voluntary aid of the staff to conduct a cursory search of the building. Particular attention should be paid to those areas that are accessible to the public, such as hallways, stairways and stairwells, restrooms, unlocked lockers, unlocked unused classrooms, closets, and the like. A search should also be made on the outside of the building on low window ledges, window wells, and the base of all outside walls.

**D. Search with Evacuation**

If the decision is to evacuate staff and students, the principal should have the team conduct a more thorough search of the entire building. The signal to be used for evacuation is through the use of the fire drill routine. When a threat appears to be “dangerous”, the principal should enlist the aid of the local police and fire department in conducting the search. All searchers should vacate the building for a short period of time when the bomb is alleged to detonate. After the search has been made and the danger period is over, the students may then return to their classrooms for resumption of normal activities.

**E. Search with Evacuation during Valid Bomb Threats**

When the bomb threat is judged to be valid the building should be cleared immediately of all personnel so that the police can assume the responsibility of conducting the search. A staff member should be stationed at each entrance to prevent unauthorized persons from returning to the building until the area is declared safe.

**F. Disposition of Suspected Bombs**

In the event of the discovery of a suspected bomb, the following steps will be taken:

- 1. DO NOT TOUCH OR ATTEMPT TO MOVE THE PACKAGE IN ANY MANNER.**

2. Avoid moving any article or articles which in any way may be connected with the bomb to act as a triggering mechanism. Bombs have been set off by turning on a light switch or lifting a telephone receiver.
3. Clear the danger area of all occupants.
4. Assign staff at entrances to prevent others from entering.

The decision of whether or not to evacuate depends on the circumstances of each call. Every call should be handled individually and evaluated separately. If there is doubt as to what action to take, the safety of students and staff must be paramount and evacuation procedures should be followed.

Persons to be evacuated from the area should be moved to a minimum of 300 feet from the point of possible explosion. Power, gas, and fuel lines leading to a danger area should be shut off as soon as practical. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

If an actual bomb explosion does occur, the police department should maintain a guard around the area to prevent re-entry by any unauthorized person. However, inspection is necessary to insure the safety of all persons having business in the bombed area. Fire marshals, building inspectors, etc., should be requested to inspect the building regarding supporting walls, damaged overhead structure, broken gas lines, live power lines, etc. Their inspection should precede any police or security investigation and should be designed to prevent any further injury.

After a careful search of the building, if no bomb or foreign objects are found, school will continue as usual.

**IN** the event any such objects are discovered, immediate plans for evacuation would go into effect.

7. Notify the Superintendent and assist with a news release if the event is likely to produce media inquiries.
8. File incident report; send copy to District Office.

# BOMB THREAT CALLED INTO THE SCHOOL OFFICE

## Recipient/Instructor/Staff Procedures

1. As soon as you realize a phone call is a bomb threat, use a pre-arranged signal to notify other office personnel. Check called ID, if available, and write it down.
2. Engage caller and write down exact statements, if possible record conversation. Try to engage assistance while on the phone. Do not interrupt the caller except to ask the following questions:
  - When is the bomb going to explode? \_\_\_\_\_
  - Where is the bomb? \_\_\_\_\_
  - What does it look like? \_\_\_\_\_
  - What kind of bomb is it? \_\_\_\_\_
  - What will cause it to explode? \_\_\_\_\_
  - Why are you doing this? \_\_\_\_\_
  - Who are you? \_\_\_\_\_
  - Where are you calling from? \_\_\_\_\_
3. After the call is received:
  3. Wait for the caller to hang up. Don't hang up first.
  4. Person receiving the call hangs up.
  5. At the **elementary**, pick up the receiver and press \*57, wait for the confirmation dial tone then hang up. This will activate a call number trace at the Verizon switch and will record the caller's number. This will work for incoming numbers that are blocked or unblocked. However, this only works on the last incoming call.
  6. At the **elementary**, you can also use \*69. This will give you the number of the last call. However, it will not reveal the number if it has call blocking enabled.
  7. **Neither \*57 nor \*69 work at the middle school or high school.**
4. Notify administration immediately.
5. Origin of call (if known):
  - Local, Distance, Phone Booth, Internal, Cellular
  - Description of caller's voice. Male or female
  - Estimate of age (young, middle age, old) Race \_\_\_\_\_
  - Accent \_\_\_\_\_ Tone of voice \_\_\_\_\_
  - Other voice characteristics \_\_\_\_\_
  - Did the caller seem familiar with the facility \_\_\_\_\_
  - Was there any background noise \_\_\_\_\_
  - Other comments or remarks \_\_\_\_\_

# BOMB THREAT CALLED INTO A CLASSROOM

## Recipient/Instructor/Staff Procedures

6. As soon as you realize a phone call is a bomb threat, check caller ID, if available and write it down.
7. Engage caller and write down exact statements, if possible record conversation. Try to engage assistance while on the phone. Do not interrupt the caller except to ask the following questions:
  - When is the bomb going to explode? \_\_\_\_\_
  - Where is the bomb? \_\_\_\_\_
  - What does it look like? \_\_\_\_\_
  - What kind of bomb is it? \_\_\_\_\_
  - What will cause it to explode? \_\_\_\_\_
  - Why are you doing this? \_\_\_\_\_
  - Who are you? \_\_\_\_\_
  - Where are you calling from? \_\_\_\_\_
8. After the call is received:
  8. Wait for the caller to hang up. Don't hang up first.
  9. Person receiving the call hangs up.
9. Notify administration immediately.
10. Origin of call (if known):
  - Local, Distance, Phone Booth, Internal, Cellular
  - Description of caller's voice. Male or female
  - Estimate of age (young, middle age, old) Race \_\_\_\_\_
  - Accent \_\_\_\_\_ Tone of voice \_\_\_\_\_
  - Other voice characteristics \_\_\_\_\_
  - Did the caller seem familiar with the facility \_\_\_\_\_
  - Was there any background noise \_\_\_\_\_
  - Other comments or remarks \_\_\_\_\_

## **BOMB THREAT FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the District Office.
2. Notify the Superintendent and assist with any further news releases if the event is likely to produce more media inquiries.
3. Debrief with building and district staff.
4. If the event requires, send prepared information letter to all parents. Sample letter and News Release Statement follow.

## **NEWS RELEASE STATEMENT (FOR BOMB THREAT OCCURRING AT THE END OF THE DAY)**

At approximately <time> on <Day/Date>, a bomb threat was received/called into <Name> school. We immediately notified the Benton County Sheriff's Department and went into a lockdown. Within minutes, all students and staff were in safe locations and the buildings were searched for unusual or suspicious items. Because the call came at the end of the day, we were unable to complete a thorough search by <Time> (release time) <Name> School administrators along with police officers determined that it was in the best interest of our students.

Fortunately, no bomb was found, so we believe the threat was a hoax. <Name> School administrators are working closely with the Benton County Sheriff's Department to identify the perpetrator of this crime. Additionally, we are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## (END OF DAY) BOMB THREAT LETTER

***Type on school stationary and send copies home to all students following the Bomb Threat (if threat occurs at end of school day).***

<Date>

Parents/Guardians:

At approximately <time> on <Day/Date>, a bomb threat was called into <Name> School. We immediately notified the Benton County Sheriff's Department and evacuated all campus buildings. Within minutes, all students and staff were outside waiting in safe locations as the buildings were searched for unusual or suspicious items. Because the call came at the end of the day, we were unable to complete a thorough search by <Time> (release time). <Name> School administrators along with police officers determined that it was in the best interest of our students to send them home without re-entering the buildings. Consequently, students were unable to retrieve backpacks and other personal items from their classrooms and locker. We apologize for any inconvenience this may have caused, but student safety was our primary concern.

Fortunately, no bomb was found, so we believe the threat was a hoax. <Name> School administrators are working closely with the Benton County Sheriff's Department to identify the perpetrator of this crime. Additionally, we are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, <Title> at <Phone Number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

## **NEWS RELEASE STATEMENT (FOR BOMB THREAT THAT OCCURS OTHER THAN THE END OF THE DAY)**

At approximately <time> on <Day/Date>, a bomb threat was received/called into <Name> school. We immediately notified the Benton County Sheriff's Department and evacuated all campus buildings. Within minutes, all students and staff were outside waiting in safe locations as the buildings were searched for unusual or suspicious items. After a thorough search by our staff, <Name> School principal along with the Finley School District administrative staff determined that it was safe for our students and staff to re-enter the building and resume classes.

Fortunately, no bomb was found, so we believe the threat was a hoax. <Name> School administrators are working closely with the Benton County Sheriff's Department to identify the perpetrator of this crime. Additionally, we are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

# BOMB THREAT LETTER

***Type on school stationary and send copies home to all students following the Bomb Threat.***

<Date>

Parents/Guardians:

At approximately <time> today, a bomb threat was called into <Name> School. We immediately notified the Benton County Sheriff's Department and evacuated all campus buildings. Within minutes, all students and staff were outside waiting in safe locations as the buildings were searched for unusual or suspicious items. After a thorough search by our staff, <Name> School principal along with the Finley School District administrative staff determined that it was safe for our students and staff to re-enter the building and resume classes.

Fortunately, no bomb was found, so we believe the threat was a hoax. <Name> School administrators are working closely with the Benton County Sheriff's Department to identify the perpetrator of this crime. Additionally, we are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, <Title> at <Phone Number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# CHEMICAL SPILL/HAZARDOUS MATERIAL RELEASE

## Instructor/Staff Procedures

- D.** Evaluate level of hazardous exposure.
- E.** Avoid direct contact with chemical/hazardous released materials.
- F.** If chemical has contacted skin or eyes, flush for at least 15 minutes.
- G.** Notify school administrator.
- H.** Do not attempt to clean up spilled chemical spill/hazardous materials without wearing proper protective equipment.
- I.** Keep students and staff away from the area.

## Custodial Procedures

1. If chemical hazards have been identified through the label or MSDS, proceed with clean up.
2. Keep student and staff away from spill.
3. Only attempt clean up if proper protective equipment is worn.

## School Administrative Procedures

1. If spill is too large for staff to adequately handle, call 911 for Hazardous Materials Spill Team.
2. If students or staff are injured, send a copy of MSDS sheet along with victim to the hospital.
3. If chemical spill is severe, initiate building evacuation.
4. Contact District Office.
5. File incident report; send copy to District Office.

## **CHEMICAL SPILL/HAZARDOUS MATERIAL RELEASE FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the District Office.
2. Confirm that the Hazardous Materials Spill Team has cleared the building for occupancy, if necessary.
3. Debrief with the Critical Incident Response Team and staff.
4. If the event requires, send prepared information letter to all parents with any necessary information regarding revised schedule or alternative location due to any repair needed. Sample letter and News Release Statement follow.

## **NEWS RELEASE STATEMENT (FOR A CHEMICAL SPILL)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## CHEMICAL SPILL LETTER

***Type on School Stationary and send copies home to all students following the Chemical Spill.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of Crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, <Title> at <Phone Number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# DEATH OF STUDENT OR STAFF MEMBER

## Definition:

The death of a student or staff member is one of the most serious incidents for a school staff to deal with. The school has an important role to play in helping both students and staff adjust to the death of one of the members of their “school family”. The extent to which a death in the school family causes a crisis in the school depends on the circumstances of that death. Appropriate actions will help to relieve the stress of the situation.

## Instructor/Staff Procedures

1. If the deceased is a student in your class, compile a list of closest friends in the classroom and give to school administrator.
2. Read a prepared statement when instructed by the school administrator. Request that a counselor or school administrator be with you in your classroom if necessary.
3. Remove the student’s personal items from desk, lockers, etc. and give to the school administrator.
4. Keep list of students who went home or seemed distressed by the crisis and give to the school administrator.
5. Send distressed students to the school library if they have a need for counseling.
6. Shorten and structure assignments, if necessary. Postpone and reschedule tests, if necessary.
7. Give students an opportunity to discuss the loss, grieving, talking and venting together, if appropriate.
8. Acknowledge emotions through discussion and involvement in constructive activities in the classroom, if appropriate.
9. Discuss funeral arrangements to prepare students who will be attending, as requested by school administrator.
10. Discuss wearing athletic or activity uniforms to the funeral, as requested by school administrator.

# DEATH OF STUDENT OR STAFF MEMBER

## School Administrative Procedures

1. Contact Superintendent.
2. If notification is received during school hours, proceed with prepared statement and plan for informing the staff and students. If notification is received after school hours, proceed with prepared statement and plan for informing the staff through the phone tree. Notify teachers of the student and or close friends of the staff member privately. Do not make the general announcement without having first notified significant people.
3. Contact the Superintendent for a prepared statement to the press if the event requires.
4. Arrange for counselors to monitor classrooms most closely affected by the crisis. Have specific rooms and personnel arranged to address individuals who need assistance. Arrange substitutes for affected staff, if necessary.
5. Ensure that counselors have contacted parents of close friends of the student or those most impacted by the loss of a staff member to offer support, suggestions and assistance.
6. Stop disciplinary action, testing, or special placement notifications that may inadvertently be sent to the family.
7. If event requires, send prepared information letters to all parents. Sample Letter and News Release Statement follow.
8. Arrange for school staff meetings to provide daily closure. Emphasize the need to use prepared statements to control rumors.
9. As new information becomes available, update the staff.
10. Be highly visible to show your presence, support and control of the situation. Make sure students feel safe.
11. Contact the family personally and offer support. Establish a school contact person with family members.
12. Notify staff and students of funeral arrangements, if appropriate. Determine who will go to the family's home and will attend the funeral. Arrange for coverage of classes if teachers want to attend funeral or memorial service.
13. Contact the family and share the school's plans for attending the funeral.
14. Arrange for counselors to monitor classrooms most closely affected by the crisis after the funeral.
15. Reschedule standardized testing or other canceled activities as necessary.
16. File incident report; send copy to Superintendent.

## DEATH OF STUDENT OR STAFF MEMBER FOLLOW-UP

1. Confirm that the incident report has been filed and send to the Superintendent.
2. Meet with counselors regarding students or staff still needing further assistance.
3. Make necessary arrangements for further assistance for counseling.
4. Keep communications open between school contact person and family.
5. If school plans to have a memorial or recognition (if the incident was not a suicide), obtain permission from family members. Possible plans could include an assembly, a tree planting, a yearbook dedication, a scholarship fund, a plaque etc. Invite the family members to be guests at special ceremonies, but discourage family participation in assemblies within the first few months.
6. Have person designated to organize or politely discourage excessive offers of help.
7. Have a person designated to handle answering cards and letters sent to the school.
8. Debrief with Critical Incident Response Team and staff.
9. Be aware of the one-year anniversary and notify staff, if appropriate.

### STAGES OF GRIEF

*These are an example of the possible stages students and/or staff may experience after the death of a "school family" member.*

- Stage 1: Denial ("This can't be happening.")  
Stage 2: Anger ("I hate them for doing that.")  
Stage 3: Bargaining ("If I was a better person, maybe they wouldn't have died.")  
Stage 4: Depression ("What's the use of even trying any more?")  
Stage 5: Acceptance ("I can't change what happened. I have to move forward with my life.")

## **NEWS RELEASE STATEMENT (FOR DEATH OF A STUDENT OR STAFF MEMBER)**

We are saddened by the recent loss of <Name of student or staff>, <Name of school> <Grade number> grader, <or staff assignment>, and extend our sympathy and support to the <Family name> family. <Identify something unique or special about the person> (FOR EXAMPLE): <Name of student> was new to <School Name> this year, but was already well liked by many students and staff. Among many fine things he/she will be remembered for the respectful and caring way he/she treated others. <Name of staff> has taught at <Name of school> for <Number> of years and had a positive influence on many of our students and will be a great loss to our school family. We will truly miss him/her.

## DEATH OF STUDENT OR STAFF LETTER

***Type on School Stationary and send copies home to all students following the notification of the death of student or staff.***

<Date>

Dear Parents/Guardians:

We are saddened by the recent loss of <Name of student or staff>, <Name of school> <grade number> grader, <or staff assignment> and extend our sympathy and support to the <Family name> family. <Identify something unique or special about the person> (FOR EXAMPLE): <Name of student> was new to <School Name> this year, but was already well liked by many students and staff. Among many fine things, he/she will be remembered for the respectful and caring way he/she treated others. <Name of staff> had taught at <Name of school> for <Number> of years and had a positive influence on many of our students and will be a great loss to our school family. We will truly miss him/her.

<Name of student or staff>'s funeral/memorial service will be held on <Day/date> at <Place>. Other details regarding the funeral/memorial service will be found in the Tri City Herald on <Date>.

Teachers and support staffs have been working with students I dealing with some issues and feelings that have come up today. Many students are grieving over this loss. Other students who may not have known <Name of student or staff> may experience grief from their own lives that has surfaced or re-surfaced today. Please remember that children grieve in different ways and in stages. All feelings are to be recognized and are valid. Many children as helped in expressing their thoughts and feelings by sympathetic discussion with a trusted and loved person. Some may choose not to talk about it at all. That's okay. Just letting your child know you are there may be enough.

On the back of this letter you will find ideas that may help you in working with your own child. If you need more help or have questions or concerns, please don't hesitate to contact one of us.

Sincerely,

<Name>  
Principal  
<Name> School

<Name>  
Counselor  
<Name> School

## HELPING CHILDREN DEAL WITH DEATH

### **DO:**

- Do allow yourself to grieve so you may then help your child to grieve.
- Do show feelings and share your own reasons for sadness.
- Do present the reality of the situation to the child.
- Do allow and encourage talking about both good and bad times with the deceased. All feelings are to be recognized and are valid. Some may choose not to talk about the death, and that is okay.
- Do offer support and comfort.
- Do utilize the death of pets in explaining death. Explain it only with your own beliefs.
- Do accept and respect the feelings, behaviors and questions that reflect the child's way of dealing with death. Children will grieve in different ways.
- Do alleviate the child's need to deny the inevitability and permanence of death.
- Do inform the child where you are going and when you will return. A bereaved child is sensitive to separation from significant adults.
- Do answer questions.
- Do encourage expression of a range of feelings.

### **DO NOT:**

- Do not try to protect a child from grief.
- Do not support the belief that the deceased will return.
- Do not suggest that the deceased "went to sleep". This may create night fears.
- Do not get so involved in your own grief that the child is ignored. Provide some significant adult to comfort the child.
- Do not make the child feel guilty because he/she doesn't show the response you might expect. All feelings are important and need to be shared.
- Do not attempt to take grief away.

### **SIGNS OF DISTRESS:**

- Regression: Problems in school, withdrawal from friends, etc.
- Sleeping and eating disorders.
- Overwhelming concern with his/her body.
- Role confusion.
- Depression.
- Denial.
- Excessive anger.
- Anger toward parent/authority figures.
- Non-compliance.
- Rejection of former beliefs.
- Acting out.

# EARTHQUAKE

As with other unforeseen events, the district must be prepared to care for students and staff until danger subsides.

## Information to Parents

### Parents should be advised that:

- A. If there is an earthquake while children are on their way to school, they should “duck and cover away from power lines, buildings, and trees.” Once the earthquake has stopped, they should proceed to school. If the quake occurs on their way home, after protecting themselves until the quake stops, they should proceed to their home.
- B. A parent is advised not to remove a child from the school grounds unless they have first checked with school officials. If a parent were to remove a child without checking out, others could be needlessly hurt while searching for a missing child.
- C. They should avoid calling the school. The phones if they are functioning may be needed by school staff. Parents of injured children will be notified first. All schools will have trained staff to help injured children until other medical assistance arrives.

Staff members should attempt to account for all students and staff before re-entry, the principal must feel absolutely certain, on the basis of thorough inspection of both structures and utility conduits, that the facility is safe; but no students or staff will be dismissed until procedures have been approved by the superintendent’s office if district-wide communications are in operation.

## General Responsibilities

The principal must become familiar with the alarm system, all means of egress, and any special features of the facility which might endanger human life. Staff should be appointed and instructed in the general earthquake plan. The building administrator should carry out all communications functions, coordinate post-quake building inspections, and signal re-entry when safety is assured.

Teachers shall see that all members of their respective classes take protective action appropriate to their situations; evacuate classes in an orderly and expeditious manner; maintain order; supervise evacuated students; and, insure orderly re-entry when signaled.

Monitors may be appointed from the more mature pupils in each class to assist teachers. Monitors should be assigned to substitute for any teacher who may be injured.

The custodian shall assist in the inspection of the facility, including utility conduits, and shut down mechanical/electrical systems as required. Other staff members shall act as searchers; assist in evacuation and care of injured or disabled individuals; help remove hazardous materials or debris; and, carry out any additional assigned functions.

### Staff Instructions (**During quake**)

Staff should maintain control in the following manner:

- A. In a classroom students should get under desk or table, face away from window, away from bookshelves and heavy objects that may fall, crouch on knees close to ground, place head close to knees, cover side of head with elbows and clasp hands firmly behind neck, close eyes tightly and remain in place until instructed otherwise or until the “all clear” signal is given.
- B. In gymnasiums or assembly areas, students should exit such facilities as expeditiously as possible. Individuals should move to designated areas.
- C. On a stairway students should move to the interior wall and “duck and cover.” (Individuals should evacuate exterior stairs and move to designated areas.)
- D. If outdoors, students should move to designated areas, as far away as possible from buildings, poles, wires, and other elevated objects, and lie down or crouch low to the ground. Staff and students should be aware of encroaching danger that may demand further movement.

#### **Staff Instructions (After quake)**

The principal and custodian should inspect facilities before instructing staff and students to evacuate. Classes should be evacuated through exits to a safe area. Students should move away from buildings and remain there until given further instructions. Responsible student or staff should be posted to prevent re-entry. Following this evacuation, the principal should:

- A. Check for injuries among students and staff. (Do not attempt to move seriously injured persons unless they are in immediate danger of further injury.)
- B. Check for fires or fire hazards;
- C. Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valves and shut off electrical power if there is damage to the wiring. (Do not use matches, lighters, or open flame appliances until you are sure no gas leaks exist, and do not operate electrical switches or appliances if gas leaks are suspected.)
- D. Instruct students not to touch power lines or objects touched by the wires. (All wires should be treated as live.)
- E. Clean up spilled medicines, drugs, chemicals, and other potentially harmful materials immediately.
- F. Do not eat or drink anything from open containers near shattered glass. (Liquids may be strained through a clean handkerchief or cloth if danger of glass contamination exists.)
- G. Check the chimney over its entire length for cracks and damage, particularly in the attic and at the roof line. (Unnoticed damage could lead to a fire.)
- H. Check closets and storage shelf areas. (Open closet and cupboard doors carefully and watch for objects falling from shelves.)
- I. Keep the streets clear for emergency vehicles.
- J. Be prepared for “after-shocks”.
- K. Respond to requests for help from police, fire department and civil defense, but do not go into damaged areas unless your help has been requested.

**Plan for student/staff needs during the time that may elapse before assistance arrives. (e.g. four to eight hours.)**

## **EXPLOSION**

**Definition:**

An explosion may occur in the school building, on the school grounds or in the school neighborhood.

**Instructor/Staff Procedures**

1. Activate fire alarm.
2. Follow evacuation procedures.
3. Close door and turn off lights when leaving room.
4. Reassemble students at predetermined area and take roll.
5. Report any missing students.
6. Await further instructions from main office.
7. Reoccupy building when given "All Clear, All Clear."

**School Administrative Procedures**

1. Signal evacuation of building by sounding alarm.
2. Call 911 and give specific location if known.
3. Assist in evacuation of building.
4. Contact the Superintendent.
5. Assist in location of missing students/staff.
6. If students will be dismissed, request transportation for moving students and staff to the secondary shelter provision as specified by the site plan. Establish a checkout area, with normal release procedures followed.
7. Signal "All Clear, All Clear" when appropriate.
8. File incident report; send copy to Superintendent.

**EXPLOSION FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Conduct a site inspection for the extent of the damage.
3. Notify Maintenance Office of damage and request necessary repair work.
4. If the event requires, make arrangements for revised schedule or alternative location.
5. Debrief with Critical Incident Response Team and staff.
6. If the event requires, send prepared information letter to all parents with any necessary information regarding revised schedule or alternative location. Sample letter and News Release Statement follow.

## **NEWS RELEASE STATEMENT (FOR EXPLOSION)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## **EXPLOSION LETTER**

***Type on School Stationary and send copies home to all students following the Explosion.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

## **FIRE**

**Definition:**

A fire may occur in the school building, on the school grounds or in the school neighborhood.

In the event of a fire:

1. Give the fire alarm signal (one long continuous signal).
2. Call and report the fire.

Authority to sound the fire alarm system in the event of a real emergency is possessed by any person who discovers the fire.

**Instructor/Staff Procedures**

1. Activate fire alarms.
2. Follow evacuation procedures. Have students remove as many personal items as possible as they leave the room.
3. If safe, use fire extinguisher.
4. Notify main office of location.
5. Close door and turn off lights when leaving room.
6. Reassemble students at predetermined area and take roll.
7. Report any missing students.
8. Await further instruction from main office.
9. Reoccupy building when given "All Clear, All Clear".

**School Administrative Procedures**

1. Signal evacuation of building by sounding alarm.
2. Call 911 and give specific location, if known.
3. Assist in evacuation of building.
4. If fire is extinguished, advise fire department.
5. Contact the Superintendent.
6. Assist in location of missing students/staff.
7. If students will be dismissed, request transportation for moving students and staff to the secondary shelter provision as specified by the site plan. Establish a checkout area with normal release procedures followed.
8. Signal "All Clear, All Clear" when appropriate.
9. File incident report; send copy to Superintendent.
10. Notify custodial staff to recharge/replace fire extinguishers.

## **FIRE FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Confirm that custodial staff has recharged/replaced fire extinguishers.
3. Confirm that fire alarms are reset.
4. Notify Maintenance of damage and request necessary repair work.
5. Review the fire drill procedures with Critical Incident Response Team and staff.
6. If the event requires, send prepared information letter to all parents with any necessary information regarding school closure or relocation due to repairs. Sample letter and News Release Statement follow.

## **NEWS RELEASE STATEMENT (FOR A FIRE)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## FIRE LETTER

***Type on School Stationary and send copies home to all students following the Fire.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# FIRE DRILLS

## GENERAL INSTRUCTIONS – FIRE DRILLS

1. Instructions must be given to all students on the first day of school each year.
2. A fire drill should be held during the first week of school and monthly.
3. It is particularly important that kindergarten children, representing the one large group of children new to the schools, be given instructions in fire drill procedures for the building.

### Authority to Call Drills

The sounding of a fire alarm for the purpose of a drill is an authority possessed solely by the principal, or someone authorized by him/her.

### Purpose of Fire Drills

Fire drills are held to familiarize the occupants of a building with the signals, evacuation routine, and exits so that in case of emergency there shall be no hesitation or confusion in leaving the building.

These drills are for the safety of all persons involved, and each person must realize that the success of the drill is dependent upon his/her actions and cooperation. Therefore:

1. All persons in the building must take part in the fire drill.
2. Every fire alarm should be considered as a warning of an actual fire.

### Frequency - Fire Drills in Schools

1. Fire drills shall be held as often as necessary to assure rapid and orderly evacuation of the school building. During severe weather, fire drills may be postponed. A record of all fire drills shall be kept on the premises subject to inspection by the fire chief.
2. In schools, fire drills include complete evacuation of all persons from the building. (Ordinance 87870:8.01.100 as amended by Ordinance 88339; June 29, 1959)

### Warning Signals - Fire Drills

The fire warning signal shall be one long continuous signal, whether by bell, siren or horn.

An emergency warning signal, either by whistle or hand siren, should be planned for, and occasionally used, thereby anticipating possible power failure.

### Responsibilities of Staff

1. Principals shall:

- a. Be in complete charge of all matters pertaining to organizing and conducting fire drills in the building, and shall be responsible for the efficiency of the drill and all corrective actions or punishments taken for violation of the rules and regulations.
- b. Be thoroughly familiar with the fire alarm system, all fire fighting equipment, all means of egress, and any special features of the building that might prove dangerous to human life, (storerooms, lunchrooms, attic spaces, ventilators, etc.) or where fire may spread quickly.
- c. Be responsible for notifying custodians, engineers, and lunchroom staff that in case of an actual fire, the ventilating systems, the oil burners, gas meters, ovens, etc., are shut off.
- d. Appoint all subordinate officers (see E immediately below) and instruct them in the general plan of the drills and details of their specific duties, such as instruction regarding:
  1. How to send an alarm to the fire department (including how the fire alarm system operates — both electrical and emergency).
  2. How to use all in-school fire-fighting equipment.
  3. The importance of quick action to send in a fire alarm signal, and to vacate the building — even if in-school fire-fighting equipment is in use.
- e. Appoint subordinate officers:
  3. **Searchers** - These are teachers assigned to inspect sections of the buildings to make sure that everyone is out. Cloakrooms, lavatories, teachers' room, and all other places frequented by students or teachers must be checked. Searchers shall rejoin their classes as soon as the inspection is completed.
  4. **Traffic Guards** - These are students appointed by the principal to open doors, assist in traffic control, and maintain order.
  5. **Fire Drill Paraeducators** - These are students appointed by either the principal or teachers to assist in any way deemed necessary, and to take the place of teacher searchers in their absence only. They may be used as messengers, or assigned to aid handicapped students or those who are ill or faint.
  4. **Safety Coordinator** - In case of actual fire, during the absence of the principal, it must be clearly understood by the entire staff which person shall be in charge.

## 2. Teachers shall:

1. Be in charge of their respective classes.
2. Issue all commands relative to participation in the fire drills except as delegated by them to aides.
3. Unless assigned as searchers, lead their classes to the designated outside stations.
4. Immediately report to the principal, or fire drill aides, if any student is unaccounted for after a visual check of students.

## Drills on Request

Occasionally, fire department representatives may come to schools and request an immediate fire drill. In general, this is their method of checking upon the quality of the drill program, and principals are expected to cooperate fully, even to the extent of calling a drill at an inconvenient time.

**1. Procedures**

In case of fire the principal shall:

- a. Sound the alarm.
- b. Call and identify self to fire department officials, directing them to the location of the fire and give them any necessary special information.
- c. Make a building search.
- d. Ensure that teachers and students perform all activities assigned to them during fire drills.

**2. During Fire Drills** - when the alarm begins teachers shall lead students to the designated exit.

- a. Students shall walk briskly (no running), with arm's length spacing, and without talking, laughing, or breaking from the ranks. (No student may leave the line.)
- b. Students not in the classroom shall join the line of the first group of students met. (The student must not return to the classroom.)
- c. Teachers shall check roll when assigned area is reached.
- d. Teachers shall not leave the students gathered at a designated area unless someone is placed in charge.
- e. Teachers shall notify the principal if any student is missing.
- f. The principal shall initiate a search for any missing students.

**3. After a Fire Drill:**

- a. The principal shall give the all-clear signal (a short steady signal).
- b. Teachers shall lead the students back into the classroom.
- c. Teachers shall check the roll.
- d. Students shall not loiter in the halls.
- e. Teachers shall notify the principal if any student is missing.
- f. The principal shall initiate a search for any missing students.

**4. After a FALSE ALARM,** the Principal shall notify the fire department of the incident and notify school officials of the incident.

# **GAS LEAKS**

## **Definition:**

A gas leak may occur in the school building, on the school grounds or in the school neighborhood.

### **Instructor/Staff Procedures**

1. Do not operate any electrical switches.
2. Evacuate area.
3. Use evacuation procedures; pull fire alarm in an area that is away from the suspected gas leak.
4. Notify building administrator.
5. If gas shut-off is located in the room, turn it off.

### **School Administrative Procedures**

1. Contact custodian.
2. Follow evacuation procedures.
3. Call 911 for emergency personnel.
4. Notify the gas company.
5. Contact Superintendent to determine if students and staff will be staying at school or if an emergency dismissal is necessary.
6. Reoccupy building only when cleared by authorities.
7. File incident report; send copy to the Superintendent.

### **Custodial Procedures**

1. Do not operate any electrical switches.
2. Ventilate area via opening windows/doors.
3. Shut off main gas lines.
4. Assist the gas company, if asked, in location of leak.
5. Keep building administrator advised of situation.

## **GAS LEAK FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Confirm that the gas company has cleared the building for occupancy.
3. Debrief with the Critical Incident Response Team and staff.
4. If the event requires, send prepared information letter to all parents with any necessary information regarding revised schedule or alternative location due to any repairs needed. Sample letter and News Release Statement follow.

## **NEWS RELEASE STATEMENT (FOR GAS LEAK)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## GAS LEAK LETTER

***Type on School Stationary and send copies home to all students following the Gas Leak.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# MEDICAL EMERGENCY

## Definition:

A medical emergency can involve life-threatening, or serious injuries to a student or school staff member, of a parent of a student on school property that requires emergency medical attention.

### Instructor/Staff Procedures

1. Evaluate the emergency scene.
2. If the scene is safe, proceed to victim and assess the severity of injury.
3. Call 911 or send responsible student/additional staff for help to nearest teacher or principal.
4. Stabilize victim and administer first aid/CPR, if trained to do so.
5. Assist emergency personnel by clearing away bystanders.
6. Complete an accident report.

### School Administrative Procedures

1. Confirm that 911 has been called.
2. Report to the scene. Assist until emergency personnel arrive.
3. Assist emergency personnel as appropriate.
4. Make emergency information (e.g. phone numbers, address, parent's name, date of birth, medical conditions, etc.) available to emergency personnel.
5. Notify parent/legal guardian or person listed as emergency contact.
6. Notify the Superintendent and assist with news release if the event is likely to produce media inquiries.
7. Ensure accident report is sent to the Superintendent.
8. File incident report; send copy to the Superintendent.

# MEDICAL EMERGENCY TECHNIQUES

**Calmly and carefully assess the medical emergency that confronts you. If appropriate, call 911. Request staff personnel trained in CPR/First Aid to come to site immediately.**

## **Rescue Breathing:**

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds.
- Breathe into children and infants, very gently, once every three seconds.
- You should be able to see the chest rise if the procedure is done correctly.

## **To Control Bleeding:**

- Always wear latex or rubber gloves from the first aid kits.
- Apply direct pressure to the wound and elevate the wound higher than the patient's heart.
- Maintain pressure until bleeding stops. If direct pressure or elevating the cut does not stop the bleeding, find the patient's artery above the cut (look for the pulse) and squeeze your fingers on the artery until help arrives.

## **Treatment for Shock:**

- Telephone 911.
- If there is bleeding, try to bring it under control.
- Keep the patient warm and quiet.
- Raise the patient's feet.
- Do not give the patient anything by mouth.

## **Choking:**

- Telephone 911, if necessary.
- Standing behind the victim, wrap your arms around the victim's waist.
- Make a fist with one hand.
- Place your fist against the victim's stomach in the midline just above the navel and below the rib cage. Grasp your fist with the other hand.
- Press into the stomach with a quick upward thrust. Repeat if necessary.
- Sweep mouth. Attempt rescue breathing.
- Repeat the preceding two steps if necessary.

## **MEDICAL EMERGENCY FOLLOW-UP PROCEDURES**

1. Confirm that the accident and incident reports have been filed and sent to the Superintendent.
2. Confirm that the Superintendent has released prepared statement to the press if the event requires.
3. If event requires, send prepared information letter to all parents. Sample letter and News Release Statement follow.
4. Debrief with the Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR A MEDICAL EMERGENCY)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## MEDICAL EMERGENCY LETTER

***Type on School Stationary and send copies home to all students following the Medical Emergency.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# **MISSING CHILD/KIDNAPPING**

## **Definition:**

A missing child/kidnapping situation involves the disappearance of a student or unlawful removal of a student from the school grounds. This situation could include a stranger kidnapping a student or a divorce/custodial interference situation in which the parent or person does not have the legal right to remove the student from the school or grounds.

## **Instructor/Staff Procedures**

1. If a student (who has been present during school hours) is deemed missing, contact main office.
2. If student returns, notify main office.

## **School Administrative Procedures**

1. Seek information from staff and students to determine if the student is missing.
2. Seek information from staff and students to determine when the student was last seen.
3. Search school and grounds for missing student.
4. Announce missing student's name of the PA system, "<Student's name>, please report to the principal's office."
5. Phone missing student's parent or legal guardian and advise them that you will notify the Sheriff's Department.
6. Contact Sheriff's Department.
7. When Deputies arrive at school, advise them of all known facts relating to the missing student.
8. If student is located, contact parent or legal guardian and Sheriff's Department.
9. File incident report; send copy to Superintendent.

## **MISSING CHILD/KIDNAPPING FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. If event requires, confirm that Deputies have necessary information to proceed with investigation.
3. Determine if any disciplinary action is required and take appropriate action.
4. If the event requires, send prepared information letter to all parents. Sample letter and News Release Statement follow.
5. Debrief with Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR A MISSING CHILD OR KIDNAPPING)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## MISSING CHILD/KIDNAPPING LETTER

***Type on School Stationary and send copies home to all students following the Missing Child/Kidnapping.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# NATURAL DISASTER EMERGENCY

## Definition:

A natural disaster can be defined as any emergency that is caused by natural causes. Examples would be: earthquake, volcanic ash plume, etc.

### Instructor/Staff Procedures

1. If the radio or television issues a warning, contact the school administration for further instructions.
2. Follow instructions announced by the school administration that will be appropriate for the event.
3. Keep all students under your supervision with you in the designated area until given further instructions.

### School Administrative Procedures

1. Follow instructions given by Superintendent's Office and Benton County Emergency Services Office (509) 628-2600.
2. Make announcement to staff and students regarding the Natural Disaster Emergency.
3. Proceed with "Lockdown", "Shelter in Place" or "Evacuation" procedure that is appropriate for the emergency.
4. If a change in the schedule is required, confirm that the Superintendent has made the necessary announcements to the media.
5. If a change in the schedule is required, confirm that the necessary arrangements have been made with the Transportation Supervisor.
6. File incident report; send copy to Superintendent.

## **NATURAL DISASTER EMERGENCY FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Confirm that the Superintendent has notified necessary media with relevant information regarding revised schedule.
3. If the event requires, send prepared information letter to all parents with any necessary information regarding revised schedule. Sample letter an News Release Statement follow.
4. Debrief with Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR A NATURAL DISASTER)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## NATURAL DISASTER LETTER

***Type on School Stationary and send copies home to all students following the Natural Disaster.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# NEIGHBORHOOD EMERGENCY

## Definition:

A neighborhood emergency is any situation that may arise near the school grounds where the incident may threaten the safety of students, school staff or the school facilities. A neighborhood emergency may also have an impact on the dismissal of students at the end of the day.

### Instructor/Staff Procedures

1. If an emergency is observed or in progress adjacent to the school grounds, notify the school administration to call 911.
2. Keep students under your supervision until notified by the school administration.

### School Administrative Procedures

1. If an emergency is observed or in progress adjacent to the school grounds, call 911.
2. Proceed with "Lock-down" procedure until notified by police that it is safe to dismiss students, if necessary.
3. Have the district office compile a list of the students that reside in the affected area.
4. Notify Transportation Supervisor of situation.
5. Initiate a plan for rerouting the students and provide staff chaperones, if necessary.
6. Notify the Superintendent and assist with a news release if the event is likely to produce media inquiries.
7. Notify the parents of the rerouted students.
8. File incident report; send copy to Superintendent.

## **NEIGHBORHOOD EMERGENCY FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Debrief with Sheriff's Department.
3. Work with the Superintendent and assist with a news release if the event is likely to produce media inquiries.
4. If the event requires, send prepared information letter to all parents. Sample letter and News Release Statement follow.
5. Debrief with Critical Incident Response Team and staff.

## **NEWS RELEASE STATEMENT (FOR A NEIGHBORHOOD EMERGENCY)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## NEIGHBORHOOD EMERGENCY LETTER

***Type on School Stationary and send copies home to all students following the Neighborhood Emergency.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# NUCLEAR ACCIDENT

## Definition:

Nuclear threats are more likely to occur from leakage or accidents at nuclear power plants or other facilities. The primary source of information about a nuclear threat will be the site sirens, radio and television. Remember the heavier, thicker and denser the shielding material between you and the outside, the better the protection.

## Instructor/Staff Procedures

1. Order an immediate Lockdown, Shelter in Place of the school.
2. Take immediate protective actions. Remember that shielding is required.
3. Move to the center of a building's lowest level, away from outside walls or openings or to a prearranged evacuation area (i.e. gym).
4. Take roll upon arrival at Lockdown area. Report missing students to building administration.
5. Custodians will shut off heating, cooling and ventilation systems. Electricity is to remain on.
6. Keep students in your care under your supervision at all times.

## School Administrative Procedures

1. Notify the staff of the emergency and follow Lockdown plan.
2. Check for injuries.
3. Contact the Superintendent for further instruction from Benton County Emergency Services (509) 628-2600.
4. Confirm what supplies will be needed to house and feed students and staff and make necessary arrangements, if possible.
5. Confirm that plan for notifying and uniting parents and students is in place.
6. Assist Benton County Emergency Services as directed.
7. File incident report; send copy to the Superintendent.

## NUCLEAR ACCIDENT FOLLOW-UP PROCEDURES

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. If the event requires, end prepared information letter to all parents. Sample letter and News Release Statement follow.
3. Debrief with Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR A NUCLEAR ACCIDENT)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## NUCLEAR ACCIDENT LETTER

***Type on School Stationary and send copies home to all students following the Nuclear Accident.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

## **PANDEMIC/EPIDEMIC**

If anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic that person shall be immediately quarantined pending further medical examination. Local health officials shall be notified immediately.

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by the individual's primary care physician or other medical personnel indicating that the risk of that individual transmitting the disease no longer exists.

In the event of prolonged school closings and/or extended absences by staff or students as the result of a flu pandemic or other catastrophe the superintendent shall develop a pandemic/epidemic emergency plan that includes at a minimum:

- A. The chain of command for the emergency plan, and the individuals responsible for specific duties such as quarantine;
- B. The specific steps the district will take to stop the spread of the disease;
- C. The process for identifying sick students;
- D. The transportation plan for sick students;
- E. Disease containment measures for the district;
- F. A continuing education plan for students, such a plan may include providing students with assignments via mail, local access cable television, or the school district's Web site;
- G. Procedures for dealing with student privacy rights;
- H. A continuity of operations plan for central office functions including employee leave, pay and benefits during a pandemic; and
- I. An ongoing communication plan for staff, students and parents.

# POWER OUTAGES

## Definition:

A power outage may occur in the school building, on the school grounds or in the school neighborhood.

### Instructor/Staff Procedures

1. Instructor conducting class remains in classroom until further instructions.
2. Instructors without classes and other staff report to main office for instructions.
3. If during lunch, recess or passing time, all instructors and other staff assist in supervision of areas. Direct students to classrooms as per building Critical Incident Response Plan.

### Custodial Procedures

1. Determine extent of loss of electricity.
2. Assist utility company in restoration of electricity.

### School Administrative Procedures

1. Contact Maintenance regarding electrical outage.
2. Ensure utility company has been contacted.
3. Consult with the Superintendent to determine if dismissal will be necessary and take appropriate action.
4. Contact the Superintendent, Maintenance and Transportation if necessary.
5. Contact Superintendent and Maintenance to determine how long the power will be off. Decide together whether or not to send students home. If the decision is made to send home, follow Emergency Dismissal Procedure.
6. Contact the Superintendent if a press release is needed.
7. File incident report; send copy to Superintendent.

## **POWER OUTAGES FOLLOW-UP PROCEDURES**

1. Confirm that incident report has been filed and sent to the Superintendent.
2. Confirm that Superintendent has released prepared statement to the press if the event requires.
3. If the event requires, send prepared information letter to all parents. Sample letter and News Release Statement follow.
4. Debrief with the Critical Incident Response Team and staff.

# **FOR USE OF GRANGE AS TEMPORARY HOUSING IN SCHOOL EMERGENCY**

## **Finley Grange Emergency List**

Cathy Graham                      582-5837

Cindy Smoot                        582-8565

Jettie or Wadus Tate            586-3328

Mel or Leona Dickinson        586-3253

Tannie Brown                      586-4876

## **NEWS RELEASE STATEMENT (FOR A POWER OUTAGE)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## POWER OUTAGE LETTER

***Type on School Stationary and send copies home to all students following the Power Outage.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# SEXUAL ASSAULT AND RAPE

## Definition:

Sexual assault and rape are sexual acts of aggression that are committed by force in the school building or on the grounds.

### Instructor/Staff Procedures

1. Assess nature of incident to determine level of response.
2. Notify Building Administrator.
3. Stay with victim until Counselor or Building administrator arrives.
4. If Counselor or Building Administrator is unavailable, call 911. **(If victim is under the age of 18, this is the law, and therefore, not optional).**

### School Administrative Procedures

1. Call 911 for police and ambulance if necessary.
2. Confirm that Counselor is with victim.
3. Contact the Superintendent.
4. Call Child Protective Services, if necessary. (509) 737-2800.
5. Provide support in a private area for the victim with an adult.
6. Secure scene/evidence.
7. If victim is a student, contact parent/legal guardian.
8. Assist police investigation as needed.
9. File incident report; send copy to the Superintendent.

## **SEXUAL ASSAULT AND RAPE FOLLOW-UP ACTIONS**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Debrief with Sheriff's Department, if situation requires.
3. Debrief with Child Protective Services, if situation requires.
4. Confirm that proper counseling services for victim and family has been provided.
5. Take steps to ensure perpetrator and victim are separated (classes, etc.) for an appropriate amount of time, if situation requires.
6. If the event requires, send prepared information letter to all parents with any necessary information. Sample letter and News Release Statement follow.
7. Debrief with Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR A SEXUAL ASSAULT)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## **SEXUAL ASSAULT LETTER**

***Type on School Stationary and send copies home to all students following the Sexual Assault.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

## **SHELTER-IN-PLACE**

When a building or neighborhood fire or hazardous materials event occurs, but it is not safe to evacuate, students will be sheltered in place. Shelter-in-place is appropriate when confronted with a fast moving vapor cloud that doesn't allow evacuation to a safe location; or during other hazardous releases where staying inside will provide sufficient protection from the hazardous material.

A school may satisfy the shelter-in-place drill requirements by having staff and students view the OSPI DVD of shelter-in-place procedures, shutting down the school's heating and ventilation system, if possible, and escorting students to the predetermined sheltering location.

During an Incident:

1. Bring everyone inside buildings as quickly as possible.
2. Activate the building incident management team and medical team.
3. Seal all exit and entrances of the building and ensure that they remain sealed.
4. Close all windows, shut vents and turn off all heating and ventilation (HVAC) systems.
5. To reduce the possibility of toxic vapors, seal all entry routes as effectively as possible, i.e. doors and windows.
6. Close drapes, curtains and shades in case of possible explosion.

Advise students to take shallow breaths through a wet or damp cloth or towel if gas or vapor contamination is suspected. Students and staff should avoid contact with any spilled liquid materials, airborne mist or concentrated solid chemical materials; no food or drink that may be contaminated should be consumed. Staff should take attendance and report any unaccounted for students to the office.

Do not allow anyone to leave the room. Stay in the "shelter-in-place" until instructed to do otherwise.

# SHOOTING

## Definition:

Anytime shots are fired that are heard by any student or staff member on the school grounds, you must assume that a shooting has occurred. If violence erupts, an immediate announcement should be made over the intercom stating "Lockdown, Lockdown."

The words "Lockdown" should be followed by an identification of the area of concern. This would alert staff members to the area of the campus with the problem.

## Instructor/Staff Procedures

1. When shots are heard, tell students and other staff to take cover.
2. Identify source and location.
3. Implement measures for student safety as per building Critical Incident Response Plan. Maintain control and give direction.
4. Notify main office, report situation and request they call 911.
5. Be alert.
6. Check for any injuries and/or missing students.
7. Lockdown or evacuate as per Building Critical Incident Response Plan.
8. Keep everyone in safe location until "All Clear" (code word) signal has been announced.

## School Administrative Procedures

1. Confirm that 911 for police and/or emergency personnel have been called.
2. Institute Lock-down or evacuation procedure depending on location of shooting.
3. Meet police, cooperate and facilitate investigation.
4. If Emergency Medical Treatment is necessary, assist medical personnel.
5. Notify staff and students when incident is over by sounding the "All Clear" signal.
6. Determine what intervention and follow-up is necessary.
7. Contact the Superintendent.
8. Contact the Superintendent and assist in preparation of a news release if the event will likely produce media inquiries.
9. File incident report; send copy to the Superintendent.

## **SHOOTINGS FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Debrief with Police and Medical Personnel, if situation requires.
3. If the event requires, send prepared information letter to all parents with any necessary information. Sample letter and News Release Statement follow.
4. Debrief with Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR A SHOOTING)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## LETTER FOR A SHOOTING

***Type on School Stationary and send copies home to all students following the Shooting.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

## SUICIDE THREAT OR ATTEMPT

**\*Take all threats seriously and report.**

**\*Assess seriousness of crisis level.**

**Definition:** A suicide attempt may be an immediate crisis or in the form of a threat for later action. Take immediate action.

Staff members shall be made aware of their responsibilities in the event of a potential or imminent suicide incident. Staff are expected to follow the procedures as specified. Three steps are vital in a suicide prevention program:

- A. Ensuring the short-term physical safety of the student;
- B. Communicating with appropriate school personnel, parents/guardians and local support personnel and establishing an interim plan of action; and,
- C. Referring to appropriate professional or agency and implementing a long-term plan of action.

Any staff member, who discovers or is informed of physical evidence relating to an attempted suicide (drug overdose, self-mutilation, etc.), will take the student to the main office, leave the student in care of an office staff member; and, immediately inform the principal.

### Instructor/Staff Procedures

Suicide Ideation - Minimum Threat (rumor or hearsay) of  
Moderate Threat (person is in need of psychological consultation  
Within a reasonable amount of time)

Confidentiality is not applicable when the student threatens himself (or others). In such circumstances no matter what guarantees of privacy have been given the student, the information must be discussed with the appropriate staff. Parents or guardians shall be notified. Referral to an outside agency or private professional shall be made in cooperation with the parents. If it is determined that the student is seriously in need of professional intervention, and the parent refuses to cooperate, appropriate agencies shall be contacted by the school administration to intervene on the student's behalf.

1. Immediately notify **Principal** and/or **School Counselor**.
2. Document information ASAP and give to Counselor/Administrator.

Immediate Threat (person in immediate danger of injuring self)

1. **DO NOT** leave person unattended.
2. Isolate the crisis from other students.
3. Assign a staff member to remain with the person at all times.
4. Notify Crisis Response Center at (509) 783-0500, if appropriate.
5. Debrief situation with the School Counselor.
6. File incident report; send copy to the Superintendent.

# **SUICIDE FACTS**

## **Did you know that**

1. Suicide is the second most common cause of death among adolescents and young adults in the United States.
2. Suicide among adolescents has gone up 400% in the last 10 years.
3. 90% of suicidal youth feel that their families don't understand them.
4. The greatest number of suicides occurs in the spring.
5. The person who contemplates suicide believes that the action will end the pain of feeling hopeless and helpless or is making a dramatic plea for help.
6. Statistics suggest that, on the average, every high school will have at least 1 student every 5 years who commits suicide. A typical high school also will have between 35 and 60 students every year that will attempt suicide.
7. Just one concerned, caring person can save the life of a young person.

## **The warning signs of suicide**

### **Verbal**

1. Direct statements like "I want to die." Or "I don't want to live any more."
2. Indirect statements like, "I want to go to sleep and never wake up." Or "They'll be sorry when I'm gone." Or "Soon this pain will be over."

### **Behavioral**

1. Depression or sadness
2. Lack of energy
3. Change in sleeping patterns
4. Change in eating patterns
5. Impatience or impulsiveness
6. Inability to concentrate; boredom and listlessness
7. Anger, destructive or boisterous behavior, shifting to silent withdrawal or tearful loneliness
8. Withdrawal from usual social activities
9. Loss of interest in hobbies, sports, job or school
10. Drop in grades by a good student, or a new concern about grades by a poor student.
11. Giving away possessions
12. Making final arrangements – a will, insurance, funeral
13. Increased risk taking, such as reckless driving
14. Frequent accidents
15. Previous suicide attempts

## **SUICIDE FACTS (Continued)**

### **Situational**

1. Experiencing a loss (through death, divorce, the breakup of a relationship, or the loss of self-esteem)
2. Difficulty communicating with parents
3. Coping with sexual orientation
4. Drug and alcohol abuse
5. Problems with school or employment
6. Trouble with the law

Some students may exhibit a variety of these behaviors during the normal process of coping and adjusting to the problems of growing up. However, the continued appearance of a number of these behaviors at any one time requires attention.

### **What not to do**

1. Don't refuse to talk about it.
2. Don't lecture.
3. Don't offer platitudes or simple answers.
4. Don't analyze the person's motives or try to impose your own value system about suicide and death.
5. Don't argue or try to reason.
6. Don't try to challenge the student or use scare tactics.
7. Don't be sworn to secrecy.
8. Don't involve yourself in therapy – leave that to a professionally trained person.

## **SUICIDE FOLLOW-UP ACTIONS**

In event of death:

1. Compile list of victims' closest friends and relatives at school.
2. Notify parents of students identified as such.
3. Give parents option to tell their child themselves, with counselor, or with the rest of class.
4. Prepare a statement and plan for notifying staff and students. Have the same person deliver the message to each group to ensure consistent message.
5. Arrange for counselors to be present in class of victim.
6. Keep list of students who went home due to the crisis.
7. Take roll every hour. Call parents of missing students.
8. Have specific rooms and personnel arranged to address individuals who need assistance.
9. Determine who will go to the family's home, who will attend the funeral, etc.
10. Notify family of the school's actions/plan.
11. Arrange after-school staff meeting to provide daily closure.
12. Share funeral information with students with victim's family permission only.
13. Identify staff members who will continue contact with the family.
14. Provide family with counseling resource list.
15. If the event requires, send prepared information letter to all parents with any necessary information. Sample letter and News Release Statement follow.
16. Debrief with Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR A SUICIDE/ATTEMPT)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## SUICIDE/ATTEMPT LETTER

***Type on School Stationary and send copies home to all students following the Suicide/Attempt.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, <Title> at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# THREATENING PERSON ON SCHOOL GROUNDS

## Definition:

A threatening person is anyone who is not authorized to be on the school grounds and may include an armed intruder or an unauthorized person wandering around the school area. This may include a suspended/expelled student, former student or gang affiliates.

1. High probability that violent trespasser will be an adult male.
2. Some probability that trespasser will be at scene on one or more occasion prior to violent act.
3. School officials should identify areas where such a person might be located before violent act is commenced.
4. The most probable area of surveillance by this trespasser would be across the street, in a park, at a location where he is away from groups of people, but easily within viewing distance of the school and/or playground.

## Instructor/Staff Procedures

1. Report threatening person to the office, give description, location and describe the activity the threatening person is involved in. Do not intervene alone.
2. Implement measures for student safety. Maintain control and give direction.
3. Maintain supervision of students in your classroom until further advised by the School Administrator.
4. Do not release students for any reason until directed by School Administration.

## School Administrative Procedures

1. Determine level of response.
2. Locate threatening person and assess situation. If person is rational and reasonable escort to office to discuss the situation.
3. During threatening person situation, announce either Lockdown or evacuation depending on location of threatening person.
4. Call 911 for police if situation requires.
5. Contain the Superintendent.
6. Meet police and assist, give description and last location of threatening person.
7. When situation is controlled notify staff and students with an "All Clear" signal.
8. Contact the Superintendent and assist in the preparation of a news release if the event will likely produce media inquires.
9. File incident report; send copy to the Superintendent.

## THREATENING PERSON FOLLOW-UP PROCEDURES

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Debrief with Sheriff's Department, if situation requires.

3. If the event requires, send prepared information and letter to all parents with any necessary information. Sample letter and News Release Statement follow.
4. Debrief with Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR A THREATENING PERSON)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## THREATENING PERSON LETTER

***Type on School Stationary and send copies home to all students following the threat.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, <Title> at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# VEHICLE OR PEDESTRIAN ACCIDENTS

## Definition:

Accidents may involve motor vehicles (including bus) and/or pedestrians. The accident may involve a student, school staff member, or a parent of a student on school property or off the property during school hours.

### Instructor/Staff Procedures

1. Evaluate the accident scene.
2. If scene is safe, proceed to victim and assess the severity of injury.
3. Call 911 or send responsible student/additional staff for help to nearest teacher or principal.
4. Stabilize victim and administer first aid/CPR if trained to do so.
5. Assist emergency personnel by clearing away bystanders.
6. Complete accident report.

### School Administrative Procedures

1. Activate Critical Incident Response Team, if needed.
2. Confirm that 911 has been called.
3. Report to the scene.
4. Notify parent/legal guardian or person listed on emergency card.
5. Contact the Superintendent.
6. Contact the Superintendent and assist in the preparation of a news release if the event will likely produce media inquiries.
7. Make contact with all involved in the accidents it is important to show concern for victims and family members of everyone involved in an accident).
8. File accident report.
9. File incident report; send copy to the Superintendent.

## **VEHICLE OR PEDESTRIAN ACCIDENTS FOLLOW-UP PROCEDURES**

1. Confirm that incident report has been filed and sent to the Superintendent.
2. Debrief with Critical Incident Response Team and Staff to determine if the accident could have been prevented.
3. If student or staff were hospitalized, check on their condition.
4. If student or staff were injured, check with parents or family members on their condition.
5. Confirm that accident report was filed.
6. If the event requires, send prepared information letter to all parents. Sample letter and News Release Statement follow.
7. Debrief with Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR VEHICLE OR PEDESTRIAN ACCIDENT)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## VEHICLE OR PEDESTRIAN ACCIDENT LETTER

***Type on School Stationary and send copies home to all students following the accident.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, <Title> at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# WEATHER EMERGENCIES

## Definition:

A weather emergency may refer to high wind warnings, blizzard conditions, freezing rain, extremely low temperatures or wind chills or other severe weather conditions that would impact the conditions in the school building. The emergency could also require changes in the school day schedule or dismissal of students and staff.

### Instructor/Staff Procedures

1. Follow instructions announced by the School Administration.
2. Keep all students under your supervision with you in the classroom until given further instructions.

### School Administrative Procedures

1. Follow instructions given by the Superintendent's Office.
2. Make announcement to staff and students regarding weather emergency.
3. Call the Superintendent to confirm that the media has been notified if a revised schedule is necessary.
4. If a change in the schedule is required, confirm that necessary arrangements have been made with the Transportation Supervisor.
5. File incident report; send copy to the Superintendent.

## **WEATHER EMERGENCY FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Confirm that the Superintendent has notified necessary media with relevant information regarding revised schedule.
3. If the event requires, send prepared information letter to all parents with any necessary information regarding revised schedule. Sample letter and News Release Statement follow.
4. Debrief with Critical Incident Response Team and Staff.

## **NEWS RELEASE STATEMENT (FOR WEATHER EMERGENCY)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## WEATHER EMERGENCY LETTER

***Type on School Stationary and send copies home to all students following the Weather Emergency.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, <Title> at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

# EMERGENCY DISMISSAL PROCEDURES

## Definition:

Some critical incidents may require that students must be dismissed early. Arrangements for transportation of students and notification to parents must be carried out prior to dismissal.

### Instructor/Staff Procedures

1. Instructors conducting class will remain in classroom with students until receiving instructions from School Administration.
2. Do not release students for any reason without permission from School Administrator.

### School Administrative Procedures

1. Contact the Superintendent to determine if students will be released.
2. Contact Transportation Supervisor to arrange for busses if necessary to transport students.
3. Contact the Superintendent to arrange for press releases to notify public of the Emergency Dismissal.
4. **Elementary School:** Verify that parents/guardians/emergency contacts have been informed of early dismissal prior to dismissing students. Keep record of contacts on Accident-Parent/Guardian Contact Form (See Appendix). If unable to inform parents of early dismissal, students will remain at the school building or alternative evacuation site with proper supervision. When releasing students use the Student Release Form (See Appendix).
5. **Middle School:** Arrange for students to contact parents to notify them of the Emergency Dismissal. Keep record of contacts on Accident-Parent/Guardian Contact Form (See Appendix). Arrange for a place for students who are unable to reach parents/guardians/emergency contacts to wait until contact can be made. When releasing students use the Student Release Form (See Appendix).
6. **High School:** Release students when appropriate. When releasing students use the Student Release Form (See Appendix), if appropriate.
7. Send information letter to parents to be sent home with students when dismissed. (See samples in Appendix).
8. File incident report; send copy to the Superintendent.

# EVACUATION PROCEDURES

## Definition:

“Evacuation” is defined as any crisis that requires students and staff to exit the building.

When an emergency within a school or department necessitates total or partial closure of the schools within the district, threatens the safety and well being of students, and/or interferes in the normal operation of the school, the following emergency procedure shall be followed:

- A. The report of an emergency shall be directed to the superintendent’s office.
- B. If the nature of the emergency calls for immediate action on the part of a principal, he/she shall take necessary action and report such action to the superintendent’s office.
- C. The superintendent’s office shall contact those departments and/or schools who must assist in the emergency action.
- D. When appropriate the superintendent’s office shall contact the city police department and the county department of emergency services.

The principal shall instruct staff including teachers, secretaries, cooks, custodians, aides, and bus drivers as to their respective responsibilities in an evacuation exercise.

The principal shall be responsible for organizing and conducting such emergency evacuation drills as are necessary and shall objectively evaluate the activity following each such drill. In the absence of the principal, staff should be able to conduct all aspects of the evacuation procedure.

## Instructor/Staff Procedures

- 1. Have students gather belongings, backpacks, etc., which could clutter the room.
- 2. Have students exit the building as for a fire drill.
- 3. Quickly check classroom to ensure there is nothing unusual or out of place. (If there is something unusual, notify School Administration IMMEDIATELY!)
- 4. Do not lock door.
- 5. Wait quietly with students until further instructions are given.

## School Administrative Procedures

- 1. Sound predetermined alarm or intercom statement to alert staff and students of the need to evacuate.
- 2. Call 911, if necessary.
- 3. Contact the Superintendent.
- 4. Determine if staff should keep students in meeting area or move to a contained location (e.g. football field, fenced playground area, etc.) if necessary. If staff is to move students, make notification using predetermined plan.
- 5. Attend to the problem that caused the evacuation.

6. See “Emergency Dismissal Procedures” if it determined that students should be released.
7. Sound the “All Clear” signal when emergency situation is resolved.
8. Notify the Superintendent and assist with news releases if the event is likely to produce media inquiries and if there was an Emergency Dismissal.
9. File incident report; send copy to the Superintendent.

## **EVACUATION FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Confirm that the Superintendent has released prepared statement to the press if the event requires.
3. If the event requires, send prepared information letter to all parents. Sample letter and News Release Statement follow.
4. Debrief with the Critical Incident Response Team and Staff.

# NON-CRITICAL LOCKDOWN PROCEDURES

## Definition:

“Non-Critical Lockdown” is defined as any crisis that does NOT place students and staff in imminent danger but does require containing everyone in the building.

### Instructor/Staff Procedures

1. Instructors conducting class remain in classroom until further instructions.
2. Instructors without classes and other staff report to main office for instructions.
3. If during lunch or recess, all instructors and other staff assist in supervision of area. Direct students to classrooms as per building Critical Incident Response Plan.

### School Administrative Procedures

1. Sound predetermined alarm or intercom statement to alert staff and students of the need to Lock-Down.
2. Call 911, if situation requires.
3. Contact District Office.
4. Meet Sheriff/Fire Department and show them to area of concern.
5. Assist Sheriff/Fire Department as appropriate.
6. Sound the “All Clear” when emergency situation is resolved.
7. Notify the Superintendent and assist with news releases if the event is likely to produce media inquiries and if there was an Emergency Dismissal.
8. File incident report; send copy to the Superintendent.

# CRITICAL LOCK-DOWN PROCEDURES

## Definition:

“Critical Lock-down” is defined as any crisis that places students and staff in imminent danger and requires they remain in the building.

## Instructor/Staff Procedures

1. Quickly check the hallway and bring students in the hallway into the classroom even if not assigned to the class in session.
2. Lock doors.
3. Close all blinds or cover windows, if part of predetermined plan.
4. **Do not leave the classroom or let anyone else leave for any reason.**
5. Gather students in predetermined area of the room. It should be the most likely area to be out of range of bullets coming through windows or doors.
6. Turn desks on side to provide barrier between windows and doors and students. Huddle with students behind the barrier.
7. **DO NOT OPEN THE DOOR FOR ANYONE!!!** Wait for the predetermined “All Clear” signal.

## School Administrative Procedures

1. Sound predetermined alarm or intercom statement to alert staff and students of the need to Lock-Down.
2. Call 911.
3. Contact the District Office.
4. Meet Sheriff/Fire Department and show them to area of concern.
5. Assist Sheriff/Fire Department as appropriate.
6. Sound the “All Clear” when emergency situation is resolved.
7. Notify the Superintendent and assist with news releases if the event is likely to produce media inquiries and if there is an Emergency Dismissal.
8. File incident report; send copy to the Superintendent.

## **NON-CRITICAL AND CRITICAL LOCK-DOWN FOLLOW-UP PROCEDURES**

1. Confirm that the incident report has been filed and sent to the Superintendent.
2. Confirm that the Superintendent has released prepared statement to the press if the event requires.
3. If the event requires, send prepared information letter to all parents. Sample letter and News Release Statement follow.
4. Debrief with the Critical Incident Response Team and staff.

## **NEWS RELEASE STATEMENT (FOR NON-CRITICAL/CRITICAL LOCK-DOWN)**

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

## NON-CRITICAL/CRITICAL LOCK-DOWN LETTER

***Type on School Stationary and send copies home to all students following the Lock-Down.***

<Date>

Parents/Guardians:

At approximately <time> today, a <Type of Crisis> occurred at <Name> School. We immediately notified the <Appropriate authorities> and proceeded with <Action taken>. Within minutes, all students and staff responded appropriately and the <Type of crisis> was under control. After appropriate action by our staff, <Name>, School Principal(s) along with the Finley School District Administrative Staff determined that it was safe/unsafe for our students and staff to re-enter the building and resume classes.

We are working with our staff to ensure that all possible precautions are taken should any critical incident occur in the future. Be assured that our staff responded quickly, calmly and professionally in a difficult situation. Your children were in very capable hands throughout this incident as they are every day when they come to school.

Please contact <Name of Contact>, <Title> at <Phone number> if you have questions or concerns regarding this incident or other safety issues.

Sincerely,

<Name>  
Principal  
<Name> School

## REFERENCES

1. Association for Supervision and Curriculum Development, *“Quick Response a Step-By-Step Guide to Crisis Management For Principals, Counselors and Teachers.”* Developed by Educational Service District 105, Yakima, WA.
2. School Safety and Violence Prevention Office, *“Crisis Management and Response.”* California Department of Education, 2000.
3. Canfield & Associates, Inc. *“A Complete Crisis Communication Management Reference Manual For Schools.”*
4. Richland School District Critical Incident Response Team, *“Emergency Handbook.”* 1996.
5. Trump, Kenneth, *“Crisis in the Classroom: Can Your School’s Security Pass the Exam?”* Updating School Board Policies, Vol. 29, #3, pp. 1-4, Alexandria, VA.
6. Trump, Kenneth. *“How to Handle Bomb Threats and Suspicious Devices.”* School Planning and Management. February 1999.
7. Washington State Office of Superintendent of Public Instruction. *“It’s Our School Some Practical Tools For School Safety”* and *“Crisis Response Box Partnering For Safe Schools.”*
8. Washington Military Department, Emergency Management Division, *“Disaster Preparation and Response Plan.”*

## FINLEY SCHOOL DISTRICT CRITICAL INCIDENT DRILL REPORT FORM

Please complete following any critical incident drill (including fire drills). Send completed form to Superintendent.

Name/title of person completing this form:

School name:

Date of critical incident drill:

Time critical incident drill began:

Time required to execute the evacuation or lock-down the building:

Time critical incident drill was completed:

Type of critical incident (Please check one):

- Accident
- Bomb threat
- Death of a student
- Death of a staff member
- Explosion
- Fire
- Gas leak
- Medical emergency
- Missing child/kidnapping
- Natural disaster
- Neighborhood emergency
- Nuclear accident
- Power outage
- Sexual assault/rape
- Shooting
- Suicide attempt
- Threatening person
- Weather emergency
- Other

Did this drill require (Please check one):

- Evacuation
- Lock-down
- Other

Identify problems with equipment or the physical plant that hindered proper execution of the drill (e.g. fire alarms not working, intercom not working, etc.)

Identify challenges encountered that need to be addressed in school's Critical Incident Response Plan:

Comment on unusual conduct, events, conditions or problems occurring during the drill.

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
Date

## **FINLEY SCHOOL DISTRICT INCIDENT REPORT FORM**

Please complete following any critical incident. Send completed form to the Superintendent.

Name/Title of person completing this form:

School name:

Date of critical incident:

Type of critical incident (Please check one):

- Accident
- Bomb threat
- Death of a student
- Death of a staff member
- Explosion
- Fire
- Gas leak
- Medical emergency
- Missing child/kidnapping
- Natural disaster
- Neighborhood emergency
- Nuclear accident
- Power outage
- Sexual assault/rape
- Shooting
- Suicide attempt
- Threatening person
- Weather emergency
- Other

Contacts made immediately (Please check all that apply):

- Administration Building Personnel
- Superintendent
- 911
- Police
- Fire department
- Paramedics
- Security guard
- City of Finley
- City of West Finley
- Emergency Management Services
- Other

How did you first become aware of the problem?

What actions did you and/or your staff take in the first 30 minutes?

What actions did you and/or your staff take in the first 8 hours?

What actions did you and/or your staff take in the next 24 hours.

What follow-up actions did you and/or your staff engage in?

What would you do differently if this or a similar incident ever occurred again?

What went well as you dealt with this incident that you would suggest other schools incorporate in the Critical Incident Response Plan?

---

Principal's Signature

## FINLEY SCHOOL DISTRICT ACCIDENT: PARENT/GUARDIAN CONTACT FORM

Date: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 Type of Accident: \_\_\_\_\_  
 Accident Location: \_\_\_\_\_

The following parents were contacted and told their students were involved in an accident and sent to the following locations (e.g. hospital, alternative location, etc.)

	Student Name	Parent Name	Time Contacted AM/PM	Location Sent
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				



## **ACCIDENT PREVENTION PROGRAM**

### **PURPOSE**

Finley School District is committed to providing a safe and healthful environment for all students and employees. The Accident Prevention Program was developed under direction from the Superintendent to help fulfill this commitment. The program provides an authoritative source of information to assist administrators, supervisors, and employees in their efforts to conduct business in a safe and healthy manner consistent with applicable law, rule, policy, or regulation. This program contains information and guidance about maintaining a safe and secure work environment for employees, students and the public. The elements of this program cover a broad spectrum of areas, all designed to prevent accidents and injuries.

The purpose of the Accident Prevention Program is to improve the skill, awareness, and competency of all school district employees in the field of occupational safety and health. To accomplish this purpose Finley School District will:

- Assist employees in identifying any unsafe work conditions or practices in order to protect themselves and others from undue hazards.
- Provide new employees with safety orientation training.
- Provide ongoing training to improve safety skills and knowledge.
- Involve district employees in keeping the workplace safe.
- Plan for emergencies.

This program applies to all employees of the school district and to all contract personnel where applicable. Individual responsibility for personal safety and attention to detail is required in order to remain safe at all times. Employees are encouraged to bring to the school district Safety Committee, school district administration, district Safety Officer or their immediate supervisors, any ideas that may enhance the district's Accident Prevention Program, and to become familiar with the policies and procedures as outlined in this written program.

### **SAFETY AND HEALTH RESPONSIBILITIES**

As stipulated by WAC 296-800-140, Finley School District fully intends to comply with all applicable occupational safety and health standards, rules, and regulations required by the Washington Department of Labor and Industries (L & I) and the Washington Industrial Safety and Health Act (WISHA), as well as any other Federal, State and local regulatory agencies.

All employees are expected to abide by all safety procedures and rules applicable to their particular work situation. Each employee is accountable for their own safety and shares responsibility for the safety of other employees. The school district will enforce all safety procedures and rules through appropriate action, which may include disciplinary action when an employee fails to comply (see Section 9).

### **Administration/Supervisor Responsibilities**

The school district administration and district Safety Officer are responsible for administering the Accident Prevention Program. Administration responsibilities include:

1. Provide a workplace free from recognized hazards.
2. Ensure that required safety training is provided to school district employees.
3. Ensure an ongoing program of vehicle safety is provided to all employees.
4. Promptly report the death or probable death of any employee, or the in-patient hospitalization of any employee within eight hours of the work-related incident or accident in person at the nearest office of the Department of Labor and Industries or by phone at 1-800-423-7233.
5. Provide personal protective equipment as required to safely accomplish tasks.
6. Ensure that a Safety Committee is formed and is carrying out its responsibilities as described in Section 3 of this program.
7. Follow-up on suggestions made by employees and the Safety Committee.
8. Ensure that accidents are fully investigated and corrective action taken to prevent the hazardous conditions or behaviors from happening again.
9. Maintain a record of occupational injuries and illnesses.
10. Provide a safety bulletin board on the work premises.
11. Review, supervise, and enforce the Accident Prevention Program.
12. Provide a safe and secure work environment that has zero tolerance for violence, threats, harassment, and intimidation in the workplace.

### **Employee Responsibilities**

It is the responsibility of all employees to play an active role in creating a safe and healthy workplace.

Employees should:

1. Report to work mentally and physically capable of performing all of their assigned duties without jeopardizing the safety and health of themselves or others.
2. Attend the initial safety orientation, attend job specific safety training(s) and read the school district Accident Prevention Program.
3. Know and comply with all safety rules and procedures described in this program and from any training received.
4. Cooperate with co-workers, supervisors, and the Safety Committee to assist in eliminating accidents. Model in communication and by example safe work practices.
5. Promptly report unsafe conditions and/or actions to your supervisor, Safety Committee representative or district Safety Officer.
6. Report all near-miss incidents to your supervisor.
7. Report all accidents to your immediate supervisor regardless of severity or type. (Note: Failure to report an industrial injury, occupational illness, and vehicle accident or equipment damage as prescribed may be grounds for disciplinary action.) Complete an accident report and submit it to the supervisor within 24 hours or the next working day.
8. Use equipment properly and carefully. Do not remove or defeat any safety device, safeguard, notice or warning provided for employee protection.
9. Serve on the Safety Committee when elected.

10. Maintain all personal protective equipment (PPE) in a safe and usable condition, and wear such equipment when the task dictates.
11. Participate in provided safety training.
12. Perform all assigned tasks in a manner that does not endanger yourself or your co-workers. Do not interfere with the use of any work practice designed to protect others from injuries.
13. Make suggestions to your supervisor, Safety Committee representative or administration about changes you believe will improve employee safety. A form to submit your safety suggestions may be found in Appendix B.

## **SAFETY COMMITTEE**

Finley School District has formed a Safety Committee to help employees and administrators work together to identify safety problems, develop solutions, review incident reports and evaluate the effectiveness of the safety program.

- The Safety Committee will be comprised of an administration representative(s) and employee-elected members representing departments of the school district.
- Employees in each department will elect from among themselves, representatives to be on the committee.
- The term of employee-elected members is a maximum of one year. There is no limit to the number of terms a representative can serve. Should a vacancy occur on the committee, a new member will be elected prior to the next scheduled meeting.
- The number of employer-selected members will not exceed the number of employee-elected members.
- The Safety Committee will have an elected chairperson.
- The Safety Committee is responsible for determining the frequency of committee meetings (minimum quarterly).
- The committee is responsible for determining the date, hour and location of the meeting.
- The length of each meeting will not exceed one hour except by majority vote of the committee.
- Duties of the Safety Committee meetings include but are not limited to:
  - Periodic self-inspection of the workplace.
  - A review of the safety and health inspection reports to assist in correction of identified unsafe conditions or practices.
  - An evaluation of the accident investigations conducted since the last meeting to determine if the cause of the unsafe act or unsafe condition involved was properly identified and corrected. Review and investigate any oral or written hazard reports.
  - Periodic evaluation of the accident and illness prevention program. Make recommendations for improvement.
  - Evaluate employee safety suggestions.
  - Encourage safe work practices among co-workers.
  - Make recommendations for employee safety training.
  - Promote, publicize, and develop advocacy for safety for all department staff.
- Minutes of each committee meeting, including attendance, will be prepared and filed for a period of at least one year and will be made available for review by safety and health consultation personnel of the Department of Labor and Industries. A sample form to record meeting minutes is found in Appendix B.

- Meeting minutes will be distributed to each location for posting on the Safety Bulletin Board.

## **SAFETY BULLETIN BOARD**

Finley School District has installed and maintains safety bulletin boards that are located in each of the district's buildings. The bulletin board is reserved exclusively for safety materials and is intended to increase employee awareness of safety and health and to communicate management safety messages. The school district Safety Officer has been designated to maintain the bulletin board. Notices required by law and other safety related information will be posted as required. The following items will be posted:

- WISHA poster: Job Safety and Health Protection (F416-081-909).
- Notice to Employees: Self-Insured Businesses (F207-037-000).
- Your Rights as a Worker (F700-074-000).
- WISHA Citation and Notice (as appropriate).
- Safety bulletins, posters, newsletters, and other safety information.

Other suggested items to be posted include:

- A list of all valid first aid and cardholders and locations of first-aid kits.
- List of current Safety Committee members.
- Current Safety Committee meeting minutes.
- Hazard reporting form.
- Emergency evacuation and disaster response information.

The following posters must also be posted:

- Washington Minimum Wage
- Notice to Employees-Unemployment Benefits
- Prohibition of Discrimination in Employment
- Fair Labor Standards
- Employee Polygraph Protection Act
- Family and Medical Leave Act
- Equal Opportunity Employment is the Law
- The Uniformed Services Employment & Reemployment Rights Act

## **REPORTING HAZARDS**

Each employee has the opportunity to report, without fear of reprisal, any unsafe act, conditions or procedures that they may observe in the workplace. Employees may discuss and participate in any WISHA safety and health related practice and may refuse to perform dangerous tasks without fear of discrimination.

Discrimination includes: dismissal, demotion, loss of seniority, denial of a promotion, harassment, etc.

If you believe you're being asked to do something potentially unsafe report it to your supervisor and ask them to correct it or ask for other work.

Any employee who observes a safety and health hazard must report the hazard to either their immediate supervisor, the Safety Officer or to a member of the Safety Committee. Hazards may be submitted in writing or orally, and may be submitted anonymously. Employees may also use the "Record of Hazard Observed" form to document the details. A copy of the form is found in Appendix B. The supervisor, Safety Officer or Safety Committee will review, validate and take corrective action on valid hazards. The originator will be notified of any action taken or planned for the abatement of the hazard. Action on hazard reports will be documented in the Safety Committee meeting minutes.

## **ACCIDENT AND OCCUPATIONAL INJURY /ILLNESS REPORTING**

Finley School District is a self-insured organization and provides to its employees industrial insurance (workers' compensation insurance). This insurance is designed to cover qualified medical expenses and to partially reimburse employees for wages lost if an employee is unable to work while recovering from a work-related injury or disease. The district notifies its employees about their industrial insurance rights and obligations by providing employees a copy of the "Workers' Compensation Filing Information" form (Appendix A) within 30 calendar days of employment. In addition, a "Notice to Employees: Self-Insured Businesses" poster (Appendix A) is displayed at each of the district's locations. This poster states that the district is a self-insured employer, subject to the provisions of the self-insurance laws, and also identifies a contact person for reporting injuries.

All incidents when occurring in the course of employment that cause injury, illness or property damage, no matter how minor, must be reported promptly to the immediate supervisor, the district Safety Officer or the Human Resources department for evaluation and investigation.

The injured party will also need to call the Insurance Program Workers' Compensation staff at 360-750-7504 or 800-749-5861 as soon as possible to report the injury and receive important information regarding their possible claim.

If the injured employee seeks or would like to seek medical attention, the employee may choose any doctor who is qualified to treat the condition. Employees should inform the doctor that the injury or disease is job-related. The doctor will need to complete a "Physician's Initial Report." This report must be sent to the ESD Workers' Compensation department. Claims staff will mail a packet to the injured worker that includes a workers' compensation SIF-2 (Self-Insurer Accident Report) form and a pamphlet entitled *Employees of Self-Insured Businesses: A Guide to Industrial Insurance Benefits*. The form initiates the claim for their occupational injury/illness, while the pamphlet (found in Appendix A) explains the employee's rights and responsibilities. The school district is a self-insured employer so the employee claim will be administered by a claims representative from ESD 112 and any expenses resulting from the claim will be paid by the ESD 112 Workers' Compensation Claims Department rather than by the Department of Labor and Industries.

If a supervisor or employee has questions relating to any aspect of self-insurance or workers' compensation insurance regulations, they may contact:

### **ESD 112 Workers' Compensation Claims Department**

**2500 NE 65<sup>th</sup> Avenue**  
**Vancouver, Washington 98661-6812**  
**Phone: 360-750-7504**  
**Toll free: 800-749-5861**  
**Fax: 360-750-9836**

### **Serious Injuries**

In the case of death, probable death or inpatient hospitalization of any employee, Human Resources or the Safety Officer will contact the nearest office of the Department of Labor and Industries in person or by phone at 1-800-423-7233, within eight hours of the work-related accident or within eight hours of the time it was reported. The school district will also provide the following information within 30 days of such accident to the Department of Labor and Industries:

- Name of the work place
- Location of the incident
- Time and date of the incident
- Number of fatalities or hospitalized employees
- Contact person
- Phone number
- Brief description of the incident.

Note: Any equipment involved in an accident resulting in a fatality, a near fatality or if two or more employees are sent to the hospital, is not to be moved until a representative of the Department of Labor and Industries investigates the incident and releases the equipment. However, if it is necessary to move the equipment to prevent further incidents or further harm to the employee or to remove the victim, the equipment may be moved as necessary.

### **Visitor Accidents/Injuries**

Any non-employee injured on school district premises or property should receive necessary medical attention if needed. The situation must be reported to Human Resources as soon as possible. An Incident Report form (Appendix A), which can be obtained from Human Resources, must be completed and returned to HR. Human Resources will forward a copy of the report to the district's insurance carrier.

### **Student Accidents/Injuries**

Student accidents and injuries must be reported to Human Resources. A Student Accident Report form (Appendix A), which can be obtained from Human Resources, must be completed and returned to HR. Guidelines for when to complete a Student Accident Report are also found in Appendix A. Human Resources will forward a copy of the report to the district's insurance carrier.

### **Reporting Vehicle Accidents**

Any accident and/or damage to a Motor Pool vehicle or any accident and/or damage by a Motor Pool vehicle to another vehicle or property, however minor, must be reported to the immediate supervisor. If anyone is injured or the possibility of an injury exists, this also must be reported. In case of an accident:

- Insurance cards are located in the glove box.
- Exchange information and get names of witnesses.
- Do not admit fault.
- Do not discuss the accident with anyone at the scene except the police.
- Report to Motor Pool administration.
- Fill out Accident Report form, if required.

If any person is injured including one's self, or any person's property sustains damages in the amount of \$700 or more, the owner or operator of the vehicle involved in the collision is required to complete a State of Washington Vehicle Collision Report (for accidents occurring in Washington).

### **Pupil Transportation**

In the event of an emergency involving a school bus, the driver is to contact district base/dispatch immediately. Drivers will provide dispatch the following information:

- Bus number
- Location
- Emergency type (breakdown, accident, medical, weapon, etc.)
- Requirements (police, ambulance, tow truck, spare bus, etc.)
- Whose parents need to be notified

Drivers will await instruction from dispatch. In the event of a motor vehicle accident the driver will await the arrival of the Washington State Patrol.

### **ACCIDENT INVESTIGATION**

The purpose of an accident investigation is to find the facts. The facts will then serve as a guide to the conditions that caused the accident. The facts should identify the "why" of the accident as well as the "who, what, when and where." Since every accident includes a sequence of contributing causes, it is possible to prevent a recurrence by recognizing and eliminating those causes. The removal of just a single cause can prevent a recurrence of an accident/incident.

An investigation should be made as soon after the accident as possible. A delay of only a few hours may result in important evidence to be destroyed or removed by mistake. Start with reviewing the accident scene. Reconstruct the events that led up to the accident. If necessary, consider taking pictures, measure, and draw a diagram. Get a list of witnesses and interview the employee directly involved. The following information lists a variety of subject areas that should be included in an accident investigation. Review the following items:

- Work Characteristics- What is the type of work activity and the size of the operation? How many employees are involved?
- Environment- Was the weather a contributing factor?
- Time Factors- The time of day, and how it relates to the shift.
- Employee Characteristics- What is the age, health, sex, work experience? How often is the work activity repeated? How often has the employee engaged in such work? How much training and when was the last training?

- A Narrative Description- Explain what the person was doing. What objects were involved? What actions and movements led to the accident?
- Equipment Characteristics- If equipment is involved, describe the type, brand, model, size, and any distinguishing features, its condition, and the specific part of the equipment involved.
- Characteristics of the Task- The general task being performed (removing a tire from bus) and the specific activity (using a power impact wrench). The posture and location of employee (kneeling in front of left front tire). Working alone or with others.
- Preventive Measures- What personal protective equipment was being worn? What kind of training did the employee receive for the task he or she was performing? Did procedures exist? Were they written? Were they followed? Where was the supervisor at the time of the accident?
- Accident Severity- The nature of the injury or injuries and parts of the body affected.

After reviewing these statements, the final analysis should suggest specific corrective action or actions that will prevent recurrences of the sequence of events that led to the accident. Corrective action must focus on such things as eliminating unsafe conditions (mechanical or physical hazard) and correcting unsafe acts (employee deviates from instruction, policy, procedure or work practice).

#### **Minor Injuries** (Requiring doctor/outpatient care)-

After the emergency actions following an accident, an investigation of the accident will be conducted by the immediate supervisor in conjunction with any witnesses to the accident, to determine the causes. The findings of the investigation shall be documented and attached to the Accident/Incident form and submitted to Human Resources (HR will forward a summary to the Safety Committee).

#### **Major Injuries** (Fatality or hospitalizations)-

The superintendent and a Human Resources representative are to be notified immediately by the person in charge. An investigation under the direction of the Human Resources Director and/or Safety Officer will be conducted. The investigation team may include the risk manager, supervisor of the injured person(s), a representative from the Safety Committee, and an employee representative. In the case of death, probable death or the inpatient hospitalization of any employee, Human Resources will contact the nearest office of the Department of Labor and Industries in person or by phone at 1-800-423-7233.

#### **Near Misses**

A near-miss accident is defined as an unplanned event where damage resulted but there was no personal injury to employees or where damage did not result but the likelihood of personal injury to the employee was great. If the conditions which permitted the near miss or "close call" to exist are not eliminated, they will continue to exist, making it likely that additional accidents could occur which could eventually result in personal injury to the employee. Whenever there is an incident that did not, but could have, resulted in serious injury to an employee, the incident will be investigated by the school district Safety Officer and the area supervisor. The school district Safety Committee will review the accident reports at each of its regularly scheduled meetings. The school district Safety Officer will review all reports looking for any trends, hazardous conditions or hazardous practices, and may decide to investigate any incident or accident.

## **OCCUPATIONAL INJURY AND ILLNESS RECORDKEEPING**

All employers covered by the Washington Industrial Safety and Health Act (WISHA) are covered by Chapter 296-27 WAC -Recordkeeping and Reporting. The purpose of this standard is to require employers to record and report work-related fatalities, injuries, and illnesses.

Note: Recording or reporting a work-related injury, illness or fatality does not mean that the employer or employee was at fault, that a rule has been violated, or that the employee is eligible for workers' compensation or other benefits.

All Accident/Incident Report forms and SIF-2 forms will be maintained at the ESD 112 Workers' Compensation Claims Department in Vancouver.

Note: WAC 296-27-00105 (1)(b) exempts school districts from certain injury and illness recordkeeping requirements. Thus this school district is not required to post the Annual Summary of Occupational Injury and Illness (OSHA Form 300 A). However information contained on the OSHA 300 logs is available from the SW/SE Workers' Compensation Trust when required by WISHA, OSHA or the Bureau of Labor Statistics.

## **DISCIPLINARY POLICY**

Employees are expected to use good judgment when doing their work and to follow established safety rules. Employees who do not follow established safety rules are subject to corrective discipline. The goal of corrective discipline is not to punish the employee but to bring unacceptable behavior to the employee's attention so that the employee will be motivated to make corrections. The school district has established a policy, which will be followed in the event an employee fails to follow established safe work practices and rules.

## **SAFETY INSPECTION PROCEDURES**

Finley School District is committed to identifying hazardous conditions and practices, which are likely to result in injury or illness to employees, students and the public. The district will take prompt action to eliminate any hazards found. Employees are encouraged to report any unsafe conditions or practices they observe.

The Safety Officer conducts informal inspections, with participation by employees and the Safety Committee. Informal inspections are conducted routinely in all work areas to identify and reduce physical and/or environmental hazards that may contribute to injuries and illnesses. At this time the Safety Committee representatives will talk to their co-workers about their safety concerns. Individual committee members will report back to the Safety Committee any hazards or concerns found for consideration. The results of the inspection and any action taken will be communicated back to the affected employees.

This also means that in the course of normal daily activities supervisors and employees should visually inspect the work area to identify unsafe conditions or unsafe acts and initiate corrective action as may be deemed necessary or appropriate. This requires that each employee be alert to conditions that may contribute to causing an accident or illness and take the necessary corrective action.

As part of an ongoing safety program the district may conduct a "Job Hazard Analysis" of the various job classifications within the school district. The Safety Officer, the employee's supervisor or a Safety Committee member may complete this analysis. A "Job Hazard Analysis" is a technique that is employed to help reduce hazards in the workplace by defining jobs and tasks, identifying the hazards associated with those jobs and tasks and creating safe work procedures that either eliminate or minimize those hazards.

The local Fire Department may periodically conduct life safety facility inspections of school district buildings and report any deficiencies in writing to district administration. All deficiencies are corrected as soon as possible. The school district schedules annual inspections of the building's fire extinguishers and fire alarm system. Fire extinguishers are also visually inspected monthly. First aid kits are inspected on a periodic basis to ensure that they are properly stocked with supplies. Emergency washing facilities (eyewashes and showers) are inspected annually and are activated weekly to ensure they are functioning properly. Inspection findings will be reviewed and discussed by the appropriate parties with recommendations provided.

### **Inspection Guidelines**

**The following are general guidelines for conducting safety inspections. These guidelines focus on formal inspections, but some elements of the process are applicable to all inspections. When conducting an inspection:**

1. Use a checklist. Review the checklist before the inspection begins.
2. Inspect the entire work area or facility.
3. Prepare an inspection sequence- inspect one area at a time.
4. Have the supervisor or someone familiar with the facility and operation accompany the inspector to answer questions that may arise during the inspection.
5. Ask affected employees who work in the area for input during the inspection. Try to resolve questions during the inspection, rather than going back to inspect a second time.
6. Focus the inspection on unsafe acts and unsafe conditions.
7. Document the hazard(s) observed clearly and accurately.
8. Document the participants in the inspection.
9. Following the inspection, have agreement to;
  - a. Set reasonable dates for correction (based on the hazard);
  - b. Set priority for correcting hazards;
  - c. Correct serious hazards immediately; and
  - d. Agree if correction cannot be handled in a timely manner, take other measures to protect employees:
    1. Change work procedure,
    2. Take the machine out of service,
    3. Stop the operation, and,

4. Take any action as may be necessary to protect employees; and
  - e. Non-serious hazards must be corrected as soon as possible after they have been identified.
10. Prepare a written report.
  11. Send a copy of the report to the affected staff (e.g. supervisor, Safety Officer, Safety Committee).

## **ELIMINATING/CONTROLLING WORKPLACE HAZARDS**

Finley School District is committed to eliminating or controlling workplace hazards that could cause injury or illness to our employees. We will meet the requirements of state safety standards where there are specific rules about a hazard or a potential hazard in our workplace. Whenever possible, we will design our facilities and equipment to eliminate employee exposure to the hazard. Where these engineering controls are not possible, we will implement and enforce work rules that effectively reduce or prevent employee exposure to the hazard. When the above methods of control are not possible or are not fully effective, we will require employees to use personal protective equipment (PPE) such as safety glasses, hearing protection or hand protection. We may also assess a job for any ergonomic risk factors. Safety training needs, based upon the employees' job tasks will also be determined during this assessment.

### **Basic Safety Rules**

Safety rules are a method to help control hazards by prohibiting certain behaviors or requiring actions to prevent a hazardous situation from developing. The following basic safety rules apply to all school district employees. They have been established to help make our district a safe and efficient place to work. These rules are a supplement to the safety rules that must be followed when doing particular jobs or operating certain equipment. Failure to comply with these basic safety rules may result in disciplinary action.

- Never do anything that is unsafe in order to get the job done. If the job is unsafe, report it to your supervisor, district Safety Officer or Safety Committee representative.
- When in doubt about a safety procedure or hazard in the workplace, ask your supervisor.
- Learn the safe way to do the job and then always do it that way.
- All work must be carried out according to appropriate safe work practices and job procedures.
- Pay close attention to your work. Avoid unsafe actions.
- Do not run; watch your step; keep firm footing at all times.
- Horseplay will not be tolerated.
- Loose or torn clothing, long unrestrained hair, rings or pendant jewelry shall not be worn around moving machinery.
- You must never stand on chairs, desks or other furniture to expand your reach.
- Treat all body fluids as infectious and use universal precautions to reduce the risk of exposure.
- Seat belts and shoulder harness must be used when operating motor vehicles.
- Look before you walk and make sure your path is clear.
- Never remove or disable safety guards from equipment.
- Equipment can be dangerous and unforgiving. Never operate equipment unless you are trained to do so.
- Learn the locations of emergency equipment (e.g. first aid kits, fire extinguishers, emergency eyewash and safety shower, fire alarm pull boxes).
- Read and be familiar with the school district Emergency Handbook that outlines emergency procedures for staff.

- Correct or report all unsafe conditions immediately.
- Personal protective equipment (PPE) such as gloves, safety glasses, hearing protection gloves, or hard hats may be required in certain operations. Your supervisor or the Safety Officer will know what type of PPE is necessary. When required, it must be worn for your protection.
- Know at least two routes for exiting the building in case of an emergency.
- Employees who use hazardous chemicals must be trained on the hazards and proper handling of the chemical prior to its first use.
- If you should get hurt, you are responsible to report it to your supervisor immediately.
- No employee is allowed to work while under the influence of alcohol or illegal drugs. Medicines are allowed as long as the employee can safely perform their job.
- Always use proper body mechanics while lifting.
- Good housekeeping in and around all work areas is required. Keep debris, cords, loose paper, etc. off the floor, machinery, vehicles, and electrical boxes. Keep aisles and fire extinguishers clear of blockage and equipment.
- Keep drawers of desks and file cabinets closed when not in use. Only one drawer of a file cabinet should be open at a time to prevent it from tipping over.
- Materials stored on shelving will be stacked in a way that prevents items from falling off. Do not overload shelves.
- Obey all safety warning signs.
- Do not place broken or sharp objects in the waste containers.
- All tools are to be used for the purpose in which they were intended.
- All hand tools and equipment must be maintained in good repair.
- All damaged or worn equipment is to be promptly taken out of service for repair or replacement.
- All employees are encouraged to actively participate in the safety program.

### **Job Specific Safety Rules**

Job specific safety rules apply to a particular task or use of a particular piece of equipment. If a job hazard analysis identifies a hazard, your supervisor (with help as needed from the Safety Officer), will provide training that explains any specific safety rules or procedures, PPE requirements, or equipment operating instructions.

### **Hazard Control Programs**

In addition to the basic accident prevention program, the school district has developed written programs, policies, and procedures as follows:

- Bloodborne Pathogens Exposure Control Plan
- Chemical Hygiene Plan
- Fall Protection Program
- Hazard Communication Program
- Lockout/Tagout Plan
- Personal Protective Equipment (PPE) Plan
- Respiratory Protection Program

### **Motor Vehicle Operation**

All employees who are required to drive during the course of their work must have a valid driver's license appropriate to the type of vehicle(s) operated. Any employee who does not hold a valid driver's license will not be allowed to operate a school district vehicle until such time he/she obtains a valid license. All employees who are required to drive during the course of their work must have an acceptable driving record.

Employees will not engage in any activity, which could interfere with their ability to operate a vehicle in a safe manner while on school district business. Employees should follow all motor vehicle laws, posted signs and speed limits and take sufficient breaks when driving for extended periods of time.

The use of seat belts is required whenever a district employee operates or is a passenger in a district-owned, privately owned, or rented vehicle while on official district business. This requirement is based on the Washington Seat Belt Law as found in RCW 46.61.688. The shoulder harness shall be worn over the shoulder and not placed under the arm.

Employees who operate district vehicles should perform a pre-operational inspection to check the readiness of the vehicle before the trip begins. Employees should visually inspect the inside and outside of the vehicle and immediately report any defects, deficiencies, or damage. If problems arise during operation, they should be reported when the vehicle is returned to the motor pool supervisor.

A master record is maintained on each district vehicle to record all expenses, mileage, maintenance and repairs. Regular maintenance is scheduled based on the manufacturer's recommendations.

Any accident and/or damage to a Motor Pool vehicle or any accident and/or damage caused by a Motor Pool vehicle to another vehicle or property, however minor, must be reported to the Motor Pool administration as soon as possible after the occurrence. For further information on vehicle accidents see Section 6.

### **Use of Cellular Phones While Driving**

Safety must be our first priority and a driver's first responsibility is the safe operation of the vehicle. Best practice is to not use cellular phones while driving. When on the road, drivers need to concentrate on safe and defensive driving and not on making or receiving phone calls or other distracting influences. If an employee needs to make or receive a phone call while driving, the employee should make sure the vehicle is stopped and that he/she is parked in a lawfully designated parking area for the call.

Employees who are faced with an emergency, such as a traffic accident or car trouble, may find it necessary to make a phone call while driving but can only use a hands-free device.

### **School Bus Operations**

It shall be the responsibility of employees whose assignment includes operation of a school bus to meet and continue to meet the requirements set forth in WAC 180-20 School Bus Driver Qualifications.

Employees who are required to have a commercial driver's license to perform their job responsibilities are subject to drug and alcohol testing in compliance with the Federal Highway Administration, Department of Transportation, Federal Testing regulations (49 CFR Part 382).

### **Tractors**

The district will ensure that every employee who operates an agricultural tractor is informed of the operating practices and of any other practices dictated by the work environment. The district will ensure that every employee who operates an agriculture tractor is trained specifically in the operation of the tractor to be used. The training must include an orientation of the operator to the topographical features of the land where the tractor will be operated. Training must emphasize safe operating practices to avoid rollover.

### **Riding Power Lawnmowers**

The district will comply with the following requirements:

- Make sure the operator understands all instructions for operating the mower that are in the manufacturer's instructions and on the machine.
- Make sure the operator is thoroughly familiar with the controls and proper use of the mower before starting it.
- Make sure the proper guards; plates, grass catcher or other safety devices are in place before starting the mower.

## **EMERGENCY PLANNING**

Detailed emergency response information specific for Finley School District is found in the district's *Safety/Crisis Plan Handbook*. The purpose of the plan is to identify emergency responsibilities for the school district and its employees. The plan is intended to empower employees in an emergency, and clarify emergency roles and response. The plan provides:

- A basic emergency response plan
- Recommended emergency response teams
- Site-specific hazard vulnerabilities
- Employee emergency procedures
- Evacuation procedures
- Lockdown procedures
- Emergency signaling system
- Notification procedures
- Procedures for the release of students
- Training/drill requirements
- Sample scenarios
- Crisis debriefing procedures

Employees will be provided training on emergency actions during the initial new employee orientation and/or during department staff meetings. Upon recognition of an emergency situation, personnel will respond in

accordance with the guidelines found in the *Safety/Crisis Plan Handbook*. If assistance by emergency response agencies is required, the employee should dial 911, and then notify the school district administration.

## **Building Evacuation**

In school buildings:

- The evacuation plans utilizes the fire alarm system, or in some cases, the school's bell system or public address system.
- The evacuation plan includes maps with evacuation routes posted in each classroom and assigns the teacher in each classroom as the monitor to ensure that all occupants, students and visitors properly evacuate the building.
- Each teacher must account for students in their care when the group has cleared the building at assembled at a pre-arranged location outside of and away from the building.
- The teacher then reports to a supervisor the status of the group (i.e., all accounted for, or, one or more not accounted for).
- The supervisor then attempts to account for any persons not accounted for. The teacher remains with the class.
- One or more persons are assigned to search the building after the building is evacuated. The person in charge if the search also reports to the supervisor at the conclusion of the search.
- When the event or drill is concluded, an "all-clear" signal is sounded on the schools bell system and the teachers may re-enter the building with their class.
- A written record of each drill is kept in the school office, noting the time taken to evacuate the building.

In other district buildings:

- Employees should locate at least two escape routes from their work area. Use one as a secondary escape route in case smoke or fire blocks the primary route.

Upon assignment to an office or work area, if you have a disability, which may limit or impede your ability to evacuate the building in a timely manner, notify Human Resources.

## **Emergency Medical Response**

Whenever an occupational injury or illness occurs, the first obligation is to provide the injured or ill employee with first aid and/or other appropriate medical treatment. The severity of the injury or illness determines whether or not the employee is cared for at the worksite or transported to a medical facility for treatment.

In the event of a medical emergency of a serious nature (requiring professional medical assistance) at the school district:

- Assess the situation through the examination of the victim. Check for medical tags.
- **DO NOT LEAVE THE VICTIM UNATTENDED.**
- Call out for assistance.
- Assign someone to call 911 (may require you to dial 9 first, then 911).
- Assign someone to contact the administrator in charge. Provide responder's with the victim's location.
- Send someone for a qualified first aid provider, first aid kit and/or the AED.

- Only trained personnel should administer first aid.
- Do not move the victim unless a life-threatening situation exists.
- Assign someone to go outside and meet the emergency medical service providers.

### **First Aid Training**

The district maintains first aid trained staff at each of its facilities. The Director of Human Resources or the district Safety Officer will ensure there is adequately trained staff at the beginning of each school year. A sufficient number of employees will be trained to ensure that a first aid certified individual is available to employees at all times. The school district will maintain a list of employees who are current in their first aid/CPR training. It is the employee's responsibility to attend first aid certification training if it is required on his/her job description.

Employees who provide first aid should only do so to their level of training that they have received. Employees who provide first aid are protected under RCW 4.24.300 (Good Samaritan Law).

### **First Aid Trained Staff**

Below are the requirements and recommendations for school staff first aid and/or CPR certification and training:

<b>Staff Position</b>	<b>Required /Recommended</b>
School Bus Drivers	Required
Coaches	Required
An Employee to Offer First Aid	Required (at least one employee at each work location available at all times)
Licensed Child Care Staff	Required (for one staff with each group of children.
Career & Technical Education Teachers	Required
Physical Education Teachers	Required for endorsement
Health & Fitness Teachers	Required for endorsement
Laboratory Science Teachers	Recommended (In non-mandatory appendix)
Playground Supervisors	Recommended (At least one supervisor on each playground during each recess)

## **EMERGENCY EQUIPMENT**

### **First Aid Kits**

Supervisors and facility managers are responsible to have first aid supplies readily available at each worksite to provide immediate aid to injured or ill employees. Each school should post the location of their first aid kits on the safety bulletin board and each employee should know the location of the nearest kit to their work area.

### **Fire Extinguishers**

Fire extinguishers are located by exit doors and in fire exit pathways to exit doors. Selection, maintenance and placement of fire extinguishers are the responsibility of the Facilities/Maintenance Manager. Fire extinguishers receive annual maintenance as required by WISHA rules.

**Employee should only attempt to extinguish small fires that can be safely contained. Employees should not attempt to extinguish a fire that may place them in physical danger.**

### **Emergency Washing Facilities**

The district has emergency eyewash and/or shower equipment in work areas and classrooms (science labs) where there is the potential for major portions of the body and/or eyes to be exposed to corrosives, strong irritants or toxic chemicals. Training in the location and use of the emergency washing facilities is required under the hazard communication program rule and the accident prevention program rule. All plumbed emergency washing facilities are inspected annually and are activated and documented weekly to ensure they are functioning properly.

### **Other Equipment**

Fire alarm pull boxes activate the building's fire alarm system. These red and white wall-mounted pull boxes, marked "FIRE - PULL DOWN," are located by all exterior (that open directly to the outside) doors. The building's fire sprinkler system is inspected and tested at least annually to ensure its proper operation.

## **SECURITY**

Security of employees, students, visitors and the workplace is a top priority. To maintain a safe and secure working environment and to prevent thefts from the building, each employee is responsible for the security of the building, his or her individual office area and general work area.

- All employees should be familiar with emergency procedures found in the school district Emergency Handbook.
- All employees should be familiar with the location and activation procedures for emergency, fire and building alarm systems.
- Employees should know the proper evacuation procedures.
- Employees should be alert to strangers loitering in or around the premises and to suspicious cars parked near the building.
- Whenever possible, secure office equipment/valuables such as laptop computers and purses.
- Do not give out unnecessary information about the school district or its employees. Report anything you are uncomfortable with, including:
  - Threats or harassment;
  - Persons who ask unusual questions or show unnatural interest in the school district or an employee;
  - Persons asking questions about building layout or design, security measures, staffing, or procedures and anyone tampering with building equipment or fixtures;
  - Any deviation in delivery procedures;
  - Unattended packages.

## **Workplace Violence**

It is school district policy to conduct business, provide services, and protect its employees and the public from harm by providing a safe and secure work environment that has zero tolerance for violence, threats, harassment and intimidation.

All employees are responsible for:

- Being considerate and respectful of co-workers, visitors and the public; and,
- Not engaging in any disruptive behavior, which may include profanity, obscenities, obscene gestures, or exhibiting abusive conduct that demonstrates recognizable signs of violent behavior.

Employees should report to their supervisor immediately any:

- Inconsiderate and/or disrespectful behavior, including assaultive acts, assaultive talking, belligerent, intimidating and threatening behavior by another employee;
- Suspicious behavior and suspicious actions, including theft, assaultive acts, assaultive talking, belligerent, intimidating and threatening behavior by visitors or the public that may impact an employee, equipment or facility; and
- Any other threatened, attempted, or consummated act of violence against an employee, property, visitor or facility.

All incidents of workplace violence will be investigated and documented by district administration.

Administration will initiate appropriate corrective action, including discipline, termination or professional counseling for employees who contribute to, or perpetuate workplace violence or violate workplace security requirements.

## **Weapons**

**Washington State law and federal law have both addressed eliminating weapons from school grounds. Under RCW 9.41.280, it is a gross misdemeanor for any person to carry or possess a dangerous weapon or firearm on public school premises. This includes school buses and non-school facilities that are being used for school activities. The law requires that all school facilities must be posted with signs stating "Gun Free Zone." This does not apply to persons engaged in law enforcement or security activities.**

The school district will notify the appropriate law enforcement agency of known or suspected violations of the state law regulating dangerous weapons.

## **Parking Lot Safety**

If possible, especially after dark, walk to your vehicle with someone else. Have your keys in hand as you leave the building and be aware of your surroundings. Check the interior of your vehicle before entering it. If your vehicle is not as you left it (door open, broken window, unlocked, etc.), go back inside the building and get assistance. Those working after normal business hours may request to be escorted to the vehicles by facilities staff.

## **OTHER SAFETY AND HEALTH TOPICS**

### **Tobacco Use**

In order to protect the health of staff, students and visitors, to provide a healthy work environment, and to comply with the law (RCW 28A.210.310), tobacco use is prohibited in/on all school district property and vehicles.

### **Drug Free Workplace**

WAC 296-800-11025 requires employers to prohibit alcohol and narcotics from the workplace and to prohibit employees under the influence of alcohol or narcotics from being in the worksite. Note: Employees who are taking prescription drugs as directed by a physician or dentist are exempt from this requirement if the employees are not a danger to themselves or other employees. Employees may be required to sign an agreement to abide by the terms of the Drug-Free Workplace Policy.

### **Indoor Air Quality**

Good indoor air quality contributes to a favorable learning environment for students, productivity for teachers and staff, and a sense of comfort, health, and well being for all school occupants. In schools the definition of good indoor air quality management includes:

- Control of airborne pollutants
- Introduction and distribution of adequate outdoor air
- Maintenance of acceptable temperature and relative humidity

### **Integrated Pest Management**

Integrated Pest Management (IPM) is an ecological approach to controlling unwanted vegetation, plant diseases, and problem pest populations by the use of strategies that may include biological, cultural, mechanical, and chemical control methods and that must consider human health, ecological impact, feasibility, and cost-effectiveness. When chemicals are used, this district strives to:

- Use the least toxic pesticide available
- Use the minimum effective amount
- Use in a manner that minimizes the potential for exposure to staff, students
- Minimize the pesticide's effect on the environment

The district is also follows the requirements found in RCW 17.21 (Washington Pesticide Application Act), section 415, which is specific to schools. This regulation details the following areas:

- Annual notification to parents and employees
- The pre-application notification requirements
- The notification at time of pesticide application
- Recordkeeping requirements

Any employee wanting more information regarding pesticide use in schools or on school grounds should contact the district Maintenance Manager.

## **SAFETY AND HEALTH EDUCATION AND TRAINING**

Education and training are essential parts of our plan to provide a safe work place. Safety and health education programs will be provided for all employees to increase awareness of accident cause factors, to improve morale by demonstrating the district's concern for the individual employee and to promote acceptance of safety and health regulations by presenting accident prevention as a positive, desirable, and integral part of all activities.

Training will primarily consist of New Employee Orientation and SafeSchools online safety training.

### **Safety Orientation**

General safety orientation covering the Safety Crisis Plan Handbook will be provided to new employees as part of the new employee orientation program. Topics covered in this orientation include:

- Accident Prevention Program Introduction
- Safety & Health Policy
- Responsibilities - Administration & Employee
- Safety & Health Committee
- Safety Bulletin Board
- Accident (Injury) Reporting & Investigation and First Aid Facilities
- Self-Insurance Workers' Compensation Coverage
- Hazard Reporting - Unsafe Conditions and Practices
- Emergency Actions
- Basic Safety Rules
- Personal Protective Equipment
- Hazard Communication Program, MSDSs
- Safety Training Requirements
- Other WISHA-Required Safety Programs
- Bloodborne Pathogens

Each employee will acknowledge his or her attendance and participation in the basic safety orientation by signing a Safety Orientation Checklist. The instructor will also sign and date the form and will forward it to Human Resources to become part of their personnel file.

# BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

## PURPOSE

It is the policy of Finley School District to provide a safe environment for employees and students. In accordance with board policy and the Washington Industrial Safety and Health Act (WISHA) Occupational Exposure to Bloodborne Pathogens standard (WAC 296-823), this district has developed an Exposure Control Plan. Under the Finley School District Safety Program, this Exposure Control Plan has been adopted. The purpose of this exposure control plan is to:

1. Eliminate or minimize employee occupational exposure to blood or other potentially infectious materials (OPIM);
2. Identify employees occupationally exposed to blood or other potentially infectious materials while performing their regular job duties;
3. To provide employees exposed to blood and OPIM information and training and,
4. Comply with all requirements as set forth in the WISHA Bloodborne Pathogens standard.

**All employees whose tasks may expose them to blood, body fluids, or other potentially infectious materials shall be provided with a copy of this Exposure Control Plan or shall have access to it during their work shift and shall receive training as described herein. A copy of the plan can be found in the school office in the SAFETY/CRISIS PLAN HANDBOOK.**

The district Safety Officer or designee is the administrator of this plan and is responsible for its implementation.

## OCCUPATIONAL EXPOSURE IN THE SCHOOL DISTRICT

The school district has performed an exposure determination for all common job classifications that may incur occupational exposures to blood or other potentially infectious materials. Occupational exposure means “reasonably anticipated skin, eye, mucous membrane, or parenteral (piercing of the skin) contact with blood or other potentially infectious materials that may result from the performance of an employee’s duties”. This exposure determination is made without regard to the use of personal protective equipment (PPE). Employees who are identified as having occupational exposure as listed below are required to comply with the procedures and work practices outlined in this exposure control plan.

### 1. Category One

**All employees in the following job classifications may reasonably anticipate having an occupational exposure to bloodborne pathogens:**

- School nurses and at-risk employees in the health occupations who provide physical care in which blood or blood tinged body fluids are present (suctioning, first aid, injections, etc.).
- Teachers and aides providing physical care with exposure to blood or blood tinged bodily fluids; e.g., first aid, feeding, diapering, work in classrooms for the developmentally disabled, medical needs students, and anyone with open cuts, abrasions, or skin disease or have contact with aggressive students who may bite or scratch.
- Bus drivers who transport students described above; i.e. the developmentally disabled, medical needs students and anyone with open cuts, abrasions, or skin disease.
- Classroom contacts with a student who is an HBV carrier

- Coaches, assistants and physical education teachers who are required to provide first aid as part of their job classification (all coaches in Washington State schools).
- First aid providers who are required to provide first aid as a part of their job classification. (Note: Not all persons who have first-aid cards are required to provide first aid.).
- Custodians who clean and dispose of bloody wastes and/or who police areas with contaminated wastes (discarded drug paraphernalia, condoms, etc.).

## 2. **Category Two**

**Some** of the employees in the following job classifications could potentially be exposed to blood and/or body fluids in the performance of their duties resulting in an occupational exposure to bloodborne pathogens:

- Teachers
- Special Education teachers and paraprofessionals
- Staff playground monitors/aides
- Athletic referees
- Custodial and maintenance personnel who maintain bathroom and cleaning solution disposal facilities
- Substitutes, classified and certificated
- Bus Drivers other than those in Category One

Employees in Category Two should examine the Tasks and Procedures list and then consult with their supervisors to determine if they are to be offered pre-exposure HBV vaccinations.

## **TASKS AND PROCEDURES**

The following are “Tasks and Procedures” that may be performed in this school district and include a risk of exposure to bloodborne pathogens:

- Medical treatments and procedures
- First aid procedures
- Athletic procedures commonly involving damage to skin or mucous membranes
- Athletic therapy procedures
- Vocational educational procedures involving equipment and tools which, unless properly operated, may cause injury to the skin or mucous membranes, i.e. wood & metal shops, arts & crafts, etc.
- Health Services educational procedures
- Toilet procedures
- Cleaning procedures involving blood or body fluid visibly contaminated with blood
- Plumbing procedures involving maintenance and repair of bathrooms or cleaning solution disposal areas
- Interaction with students known to bite and scratch
- All procedures involving equipment or materials which may cause injury to skin or mucous membrane

## **COMPLIANCE METHODS (Exposure Control)**

### **Universal Precautions**

*All employees of the school district are required to know and follow “universal precautions” as described by the Center for Disease Control (CDC). “Universal precautions” recognizes all body fluids as though they are infected with bloodborne pathogens. This requires that all employees of the district to assume that all human blood and specified human body fluids are infectious for HIV, HBV, and other bloodborne pathogens. Where differentiation of types of body fluid is difficult or impossible, all body fluids are to be considered as potentially infectious.*

## **Engineering Controls and Work Practices**

*Engineering controls and work practices will be used by all employees to eliminate or minimize occupational exposure to bloodborne pathogens. The following controls are to be used:*

- a. Hand washing facilities are readily accessible to all employees who have a potential for exposure. Waterless antiseptic hand cleansers or antiseptic towelettes are available to employees at risk of exposure if running water is not readily available (e.g. bus drivers). If waterless cleansers or towelettes must be used, the employee must follow-up with a soap and water wash as soon as possible.

If blood or OPIM contacts mucous membranes, those areas will be washed or flushed with water immediately or as soon as possible.

- b. Contaminated sharps shall, after use, be disposed of in the following manner:
  - The person using the sharp instrument or item shall be responsible for its proper disposal immediately after use.
  - All sharp items shall be placed in a closing, leak-proof, rigid, puncture-resistant, break resistant container, which is conspicuously, and/or color-coded, located as close as possible to the operation requiring sharps.
  - Contaminated needles and other contaminated sharps must not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited.
  - Use mechanical means (i.e. tongs, forceps, broom and dust pan) when cleaning up broken glass.
- c. Reusable items such as hand tools, equipment, etc., will be decontaminated using approved methods prior to re-use. A solution of one part household bleach in ten parts water (1:10) is an approved disinfectant for contaminated objects. All reusable contaminated items will be removed or secured from the work environment and labeled with a biohazard-warning label until decontamination is completed.
- d. All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to prevent or minimize any splashing, spraying, or spattering of blood or other potentially infectious materials.
- e. Employees are prohibited from eating and drinking, applying cosmetics or lip balm, and handling contact lenses in areas where injuries or illnesses are treated or where there is reasonable likelihood of exposure to blood or other potentially infectious materials.
- f. Food and drink must not be kept in refrigerators, freezers, on countertops, or in other storage areas where blood or OPIM are present.

## **Personal Protective Equipment (PPE) (See Personal Protective Equipment Plan)**

Where there is an occupational exposure, the district will provide, at no cost to the employee, appropriate personal protective equipment such as, but not limited to, gloves, gowns, laboratory coats, face shields or masks, eye protection, and mouthpieces, resuscitation bags, pocket masks, or other ventilation devices. The

protective equipment will be considered appropriate only if it does not permit blood or OPIM to pass through or reach the employee's clothing, skin, eyes, mouth or other mucous membranes under normal conditions of use and for the duration of time that the protective equipment will be used. Employees are required to use appropriate protective equipment for the task they are performing, and will receive training on the proper use of the PPE provided.

The use of gloves is indicated and **MUST BE WORN**:

- Where it is reasonable anticipated that employees will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes.
- When the employee has cuts, abraded skin, chapped hands, or other non-intact skin and exposure to blood or other potentially infectious materials is reasonably anticipated.
- When handling or touching contaminated items or surfaces.

Gloves shall be of appropriate quality and material and shall comply with the standards of safety for the procedures performed. Hypoallergenic gloves, glove liners, powderless gloves or similar alternatives will be made available to those employees who are allergic to the gloves normally provided. Disposable gloves shall be single-use, are not to be washed or decontaminated for re-use, and shall be replaced and disposed of as soon as practical when they become contaminated or if they are torn, punctured, or when their ability to function as a barrier is compromised. Reusable utility gloves shall be decontaminated after each exposure to body fluids provided that the integrity of the glove is not compromised. Utility gloves will be discarded if they are cracked, peeling, torn, punctured, or exhibit any other signs of deterioration.

Eye protectors or facemasks will be available and are required to be used whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.

Appropriate protective clothing such as gowns, aprons, and lab coats may be worn depending on the task and degree of exposure anticipated.

Resuscitation barrier equipment shall be provided in the event resuscitation is necessary.

All personal protective equipment must be inspected prior to use to verify that it is in good condition.

All contaminated or potentially contaminated personal protective equipment must be removed and placed in the appropriate area or container upon completion of the task and prior to leaving the work area.

Wash hands immediately or as soon as feasible after removal of gloves or other PPE.

#### **4. Housekeeping**

##### **4. General Housekeeping Procedures**

All equipment and work surfaces must be cleaned and decontaminated with an appropriate disinfectant as soon as possible after any contact with blood or other potentially infectious material.

Employees must wear appropriate personal protective equipment during all cleaning of blood or other potentially infectious materials.

Initial clean up of blood or OPIM must be followed with the use of a disinfectant chemical germicide or a solution of 5.25 percent sodium hypochlorite (household bleach) diluted 1:10 to 1:64 (1/4 cup bleach per one gallon of water) with water.

Broken glassware, which may be contaminated, is not to be picked up by hand, but cleaned up by using a broom and dustpan or other appropriate tools.

Employees, who handle or empty waste containers must not unnecessarily handle, squeeze or push down waste with hands or feet. Waste should only be pushed or tamped down with a device that removes the hands or feet from contact with the waste. This could be accomplished with something as simple as a 2x4 board.

Restroom waste containers should be lined with a strong, leak-proof plastic liner. The liners should be long enough to enable employees to gather the top of the bag and remove it without coming into contact with the contents or the interior of the liner. Employees will wear impervious utility gloves while handling waste and during general restroom cleaning. Employees will wash their hands with soap and water immediately after removing the gloves.

#### b. Regulated Waste

Regulated waste (see definition) must be disposed of in accordance with state, county or local health district regulations.

After use, disposable sharps are to be placed in the “sharps” container. The container shall be closable; puncture resistant; leak proof on sides and bottom; and labeled or color-coded as required. Employees shall not reach into such container with their hands. Sharps disposal containers are available at:

- Each nurse’s station
- Maintenance department
- Transportation department

Other regulated waste must also be placed in closable, leak proof containers that are labeled or color-coded properly.

### 5. Contaminated Disposable Material

The following disposable equipment and material is used in this school district and may come in contact with blood or body fluids, and could potentially expose employees to HIV/HBV or other bloodborne pathogens:

- Tongue Depressors
- Cotton applicators
- Gauze pads and bandages
- Gloves (single use)
- Diapers
- Used tissues
- Feminine hygiene products

Contaminated disposable equipment and/or material should be handled with disposable gloves and should be segregated and disposed of in a leak-proof plastic bag which shall be available in the room where the item is used.

## 6. Contaminated Reusable Equipment

The following reusable equipment is used in this school district and may come in direct contact with blood or other body fluids and could potentially expose employees to HIV/HBV:

- Athletic equipment such as wrestling and gymnastic mats
- Earphones
- Toys
- Garbage cans
- Cleaning tools, i.e., mops, mop bucket, dust pan, broom, and brushes
- Utility gloves

If an incident occurs where the body fluid has contaminated a surface, cleaning and disinfecting should take place prior to allowing an activity to continue. During athletic events an ample supply of towels should be available. Disposable towels and tissues are recommended. **Towels must be used for one individual only and then disposed of in an appropriate receptacle.** “Competitors who are bleeding, have an open wound or blood on the uniform shall not participate in an event until proper treatment has been administered...The bloodied portion of the uniform must be properly disinfected or the uniform changed before the athlete may participate.” (WIAA Sport Rules).

Mops should be soaked in disinfectant after use and rinsed thoroughly or washed in a hot water cycle before rinse. Non-disposable cleaning equipment (buckets) should be thoroughly rinsed in the disinfectant. All bins, pails, cans, and similar receptacles intended for reuse which have a reasonable likelihood of becoming contaminated with blood or OPIM must be inspected and decontaminated on a regularly scheduled basis and cleaned and decontaminated immediately, or as soon as feasible, upon visible contamination. Gloves must be worn during all cleaning and disinfecting procedures. After complete, remove gloves and wash hands.

Utility gloves may be decontaminated for re-use provided the integrity of the glove is not compromised. Utility gloves must be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration or when their ability to function as a barrier is compromised.

## 7. Signs and Labels

Biohazard warning labels shall be affixed to all containers containing blood or other potentially infectious material designated as “regulated waste.” Warning labels will include the biohazard symbol and will be fluorescent orange, or orange-red, or predominately so, with lettering and symbols in a contrasting color. Warning labels will be affixed to containers by tape, string, wire, or adhesive in order to prevent their unintentional removal. Labels are not required when red bags or red containers are used.

## 8. Hepatitis B Vaccination

Hepatitis B vaccinations shall be offered to employees identified as likely to experience occupational exposure. The vaccination will be provided by the school district at no cost to the employee. Vaccinations will be provided to employees during normal working hours and any travel expenses incurred will be borne by the employer.

Vaccinations are encouraged and will be provided after the employee has received the training outlined in this plan, but within 10 days of assignment to duties unless:

- The employee has previously received the series

- Antibody testing reveals that the employee is immune
- Medical reasons prevent taking the vaccination; or
- The employee chooses not to participate

A copy of the health care professional's written opinion will be provided to the employee.

Vaccinations will be provided by a Professional Health Care Provider of the school district's choosing or the Local Health District.

Employees for whom the vaccine is contraindicated will still be covered by all other portions of this plan.

If the Healthcare Professional decided the hepatitis B vaccine is contraindicated, he/she will so indicate that in the report to the district.

Routine booster dose(s) of the HBV vaccine shall be provided in accordance with U.S. Public Health Service recommendations at no cost to the employee if required.

If an employee declines the vaccinations, the employee will be required to document that refusal on the HBV Declination Statement form, which will be maintained in the employee's medical record for the duration of employment plus 30 years. If, however, an employee subsequently decides to have an HBV vaccination, it will be made available under the same terms and conditions as stated above.

All school district employees will be offered a post-exposure HBV vaccination if an occupational exposure incident occurs.

## **FOLLOW-UP PROCEDURES AFTER POSSIBLE EXPOSURE TO BLOODBORNE PATHOGENS**

### **1. Documentation and Testing:**

If an exposure incident occurs (i.e. an employee comes into contact with blood or OPIM), provide the initial first aid treatment such as cleaning the wound, flushing eyes, or other mucous membranes. Report the incident to your supervisor immediately in the school office. An exposure incident report form as well as an accident report form must be completed. The supervisor must also contact the insurance department at ESD 112 (360-750-7504).

Following a reported exposure incident, the exposed employee will receive a confidential medical evaluation. The evaluation will include:

- Document the routes of exposure and how the exposure occurred.
- Identify and document the source individual (unless the district can establish that identification is infeasible or prohibited by state or local regulations).
- Obtain consent and arrange to test the source individual (if a student, must contact parent or guardian) as soon as possible to determine HIV and HBV infectivity. If consent is not obtained, the employer shall establish that legally required consent cannot be obtained. Check with your local health department.
- Document that the source individual's test results were conveyed to the employee's health care provider.
- If the source individual is already known to be HIV, HCV, and/or HBV positive, new testing need not be performed.

- Provide the exposed employee with the source individual's test results if the source individual, or the parents or guardian, has given permission.
- Provide the exposed employee information about laws on confidentiality for the source individual.
- After obtaining consent, collect exposed employee's blood as soon as feasible after the exposure incident, and test for HBV, HCV, and HIV serological status.
- If the employee does not give consent for HIV serological testing during the collection of blood for baseline testing, preserve the baseline blood sample for at least 90 days; if exposed employee elects to have the baseline sample tested during this waiting period, perform the testing as soon as feasible.

While this school district will always strive to comply with the requirements of the WISHA Bloodborne Pathogens regulation, the district will also use every precaution to protect the privacy of each individual in accordance with all applicable Washington State laws and all regulations issued by the Office of the Superintendent of Public Instruction.

Exposed employees shall have post-exposure prophylaxis made immediately available as recommended by the U.S. Public Health Service when medically indicated. Post exposure prophylaxis includes HBV immunization series if not already completed. Post exposure immunizations must be initiated within 24 hours of exposure for optimum results.

Any employee who declines a post exposure evaluation must sign a statement of declination.

Exposed employees shall also be advised to report and seek medical evaluation of any acute febrile (feverish) illness within the 12 weeks following exposure.

The employer must ensure that all laboratory tests are conducted by an accredited laboratory at no cost to the employee.

## **2. Information to Healthcare Professional:**

The district shall ensure that the following information is provided to the Healthcare Professional performing the post-exposure evaluation:

- A copy of the WISHA's bloodborne pathogens standard
- A description of the employee's duties relating to the exposure incident
- Documentation of the route(s) of exposure and circumstances under which the exposure occurred
- If possible, results of the source individual's blood test
- All relevant medical records of the employee, including vaccination status, and any known information on other findings maintained by healthcare professionals; e.g. information from earlier exposure incidents

## **3. Healthcare Professional's Written Report to the Employer:**

The district will obtain and provide a copy of the healthcare professional's written opinion on post-exposure evaluation to the employee within 15 days of the completion of the evaluation:

- If the health care professional provides the written opinion directly to the employee, the district is not required to provide the report.

- If the employee's personal health care professional completes the evaluation, the district is not required to obtain the health care professional's written opinion.

This report shall be limited to:

- Whether or not the employee has been informed of the results of the evaluation.
- That the employee has been told about any medical conditions resulting from exposure to blood or other infectious materials, which require further evaluation or treatment.

#### **4. Review of Exposure Incidents**

The plan administrator will review the circumstances of all exposure incidents to determine:

- Why the exposure incident occurred;
- If procedures were being followed; and
- If procedures, protocols, and/or training need to be revised.

If it is determined that revisions need to be made, the plan administrator will ensure that appropriate changes are made to this plan. Documentation of this evaluation should accompany the exposure report.

### **EDUCATION AND TRAINING OF EMPLOYEES**

All public school employees are required by the State of Washington (WAC 392-198: Training-School Employees-HIV/AIDS) to receive appropriate education and training about the transmission, prevention, and treatment of HIV/AIDS. This school district will provide newly hired school district employees this training within six months from the first day of employment in the district. It is highly recommended that similar training for the Hepatitis B virus be provided concurrently.

All employees whose job functions involve the risk of occupational exposure to blood or body fluids shall receive appropriate education and training prior to the commencement of their duties, annually thereafter, and when changes in task or procedures take place that affect occupational exposure.

Such education and training shall, at a minimum, include:

- Training by a person knowledgeable in the subject matter
- Access to a copy of the WISHA regulation WAC 296-823, Occupational Exposure to Bloodborne Pathogens, and an explanation of its contents. A personal copy of the regulations will be provided to any employee who requests one.
- Information on the epidemiology, symptoms, and transmission of bloodborne pathogen diseases (HIV/HBV/HCV).
- An explanation of the use and limitations of engineering controls, work practices, and PPE.
- An explanation of methods to recognize tasks and other activities that may involve exposure to blood and OPIM.
- What constitutes an exposure incident.
- An explanation of the employer's exposure control plan and means by which the employee can obtain a copy of the written plan.
- An explanation of Universal Precautions.
- Training in the selection, types, use, location, handling, removal, decontamination, and disposal of PPE.
- Information on the HBV vaccine, including its efficacy, safety, method of administration, offered free of charge and the benefits of being vaccinated.
- Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials.

- An explanation of the procedure to follow if an exposure incident occurs, methods of reporting the incident, and the medical follow-up that will be made available.
- Information on the post-exposure evaluation and follow-up following an exposure incident.
- An explanation of the signs, labels, tags, and/or color-coding used to denote biohazard.
- An opportunity for interactive questions and answers with the persons conducting the training.

Training records will be completed for each employee upon completion of training. These records will include:

- Date of training
- Summary of contents
- Name(s) and qualifications of person conducting the training sessions
- Names and job titles of all persons attending the training sessions

Training records will be maintained for a minimum of three (3) years from the date on which the training occurred.

Employee training records will be made available to employees, their representatives, and appropriate government representatives upon request within 15 working days from the district's Human Resources/Personnel department

## **RECORDKEEPING**

### **1. Medical Records**

The district will maintain a medical record for each employee whose duties include potential occupational exposure, in compliance with WAC 296-802, "Employee Medical and Exposure Records". These records will include:

- Name and Social Security number of the employee
- A copy of the employee's HBV vaccination status, including the dates of vaccination and any medical records regarding the employee's ability to receive the vaccination
- The HBV declination statement for employees who decline the vaccination
- A copy of any healthcare professional's written report to the employer involving post-exposure incidents
- A copy of any information provided to a healthcare professional regarding the possible exposure.

The Human Resources/Personnel department is responsible for maintaining medical records.

Such records will be kept confidential and will not be disclosed to any person, except as required by law, without the express written consent of the employee.

Employee medical records must be maintained for at least the duration of employment plus 30 years.

Employee medical records will be provided upon request of the employee or to anyone having written consent of the employee within 15 working days.

## **EVALUATION AND REVIEW**

The plan administrator is responsible for review of this program and its effectiveness, and for updating as needed, at least annually or whenever necessary, to include new or modified tasks and procedures.

## **POLICY FOR VOLUNTARY WORKPLACE FIRST AID AND OTHER UNANTICIPATED CONTACTS**

This section is intended to apply only to employees who perform infrequent, voluntary, “good samaritan” first aid activities. This policy is also intended to apply to employees who may have unanticipated, potential occupational exposures to blood or other potentially infectious materials.

A voluntary, “good samaritan” first aid provider:

- Does not render first aid as primary job duty
- Renders first aid only as a collateral duty
- May respond only to work place injuries on a non-routine basis
- Is not obligated by the district to render first aid assistance

Any employee responding to help another person with a first aid situation that involves the presence of blood or OPIM shall as a minimum put on gloves and be careful not to allow the blood or OPIM to come into contact with any part of the body or clothing.

Contaminated gloves or clothing should be removed as soon as possible after the incident. They will be placed in an impervious plastic bag as near as possible to the incident to control the spread of contamination.

Hands must be washed with soap and water immediately after removing gloves. Any other affected body surfaces will be washed immediately with soap and water. If there is exposure to the mucous membranes, flush with water immediately or as soon as possible.

Employees will report all first aid responses and incidents to their supervisor/principal before end of work-shift when first aid incident occurred (regardless of use of PPE).

The supervisor or designee will determine if an “exposure incident” occurred. If exposure incident occurred, follow the district’s bloodborne pathogens procedures.

## **DEFINITIONS**

**AIDS:** Acquired Immunodeficiency Syndrome, the most severe manifestation of infection with the human immunodeficiency virus (HIV).

**Antibody:** Substance that a person’s immune system develops to help fight infection.

**Asymptomatic:** Having a disease-causing agent in the body but showing no outward symptoms of disease. An infected person, even without symptoms, is capable of transmitting a disease to others.

**Blood:** Refers to human blood, human blood components, and products made from human blood. The term “human blood components” includes plasma, platelets, and serosanguinous fluids (e.g. exudates from wounds).

**Bloodborne Pathogens:** Pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Other examples include hepatitis C, malaria, syphilis, babesiosis, brucellosis, leptospirosis, Creutzfeldt-Jakob disease, Human T-lymphotrophic Virus Type 1, and viral hemorrhagic fever.

**Centers for Disease Control (CDC):** Federal health agency, which is a branch of the U.S. Department of Health and Human Services. CDC provides national health and safety guidelines and statistical data on AIDS and other diseases.

**Contaminated:** The presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

**Contaminated Laundry:** Laundry that has been soiled with blood or other potentially infectious materials or may contain contaminated sharps.

**Contaminated Sharps:** Any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.

**Decontamination:** The use of physical or chemical means to remove, inactivate, or destroy bloodborne pathogens on a surface or item to the point where they are no longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use, or disposal.

**Engineering Controls:** Controls (e.g., sharps disposal containers, self-sheathing needles) that isolate or remove the bloodborne pathogens hazard from the workplace.

**Exposure Incident:** A specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee's duties. "Non-intact skin" includes skin with dermatitis, hang nails, cuts, abrasions, chafing, etc.

**Hand washing Facilities:** A facility providing an adequate supply of running potable water, soap, and single use towels or hot air drying machines.

**HBV:** Hepatitis B virus is a viral infection that affects the liver. The effects of the disease on the liver can range from mild to severe or fatal.

**High-Risk Behavior:** A term that describes certain activities that increase the risk of transmitting HIV or HBV. These include anal intercourse, vaginal intercourse without a condom, oral-anal contact, semen in the mouth, sharing intravenous needles and intimate blood contact.

**HIV:** Human Immunodeficiency Virus.

**Immune System:** A body system that helps resist disease-causing germs, viruses or other infections.

**Infection:** A condition or state of the body in which a disease-causing agent has entered it.

**Mucous Membrane:** A moist layer of tissue that lines the mouth, eyes, nostrils, vagina, anus or urethra.

**Non-intact Skin:** Skin that is chapped abraded, weeping or that has rashes or eruptions.

**Occupational Exposure:** Reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. The term "reasonably anticipated" includes the potential for exposure as well as actual exposure.

**Other Potentially Infectious Materials (OPIM):**

- The following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids;

- Any unfixed tissue or organ (other than intact skin) from a human (living or dead), and
- HIV-containing cell or tissue cultures, organ cultures, and HIV-or HBV-containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.

**Parenteral:** The piercing of mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.

**Pathogen:** A disease-causing substance.

**Personal Protective Equipment:** Specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes (e.g., uniforms, pants, shirts, or blouses) not intended to function as protection against a hazard are not considered to be personal protective equipment.

**Regulated Waste:** Liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps; and pathological and micro-biological wastes containing blood or other potentially infectious materials.

**Sharps:** (see Contaminated Sharps)

**Source Individual:** Any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure to the employee. Examples include, but are not limited to, hospital and clinic patients, clients in institutions for the developmentally disabled, trauma victims, clients of drug and alcohol treatment facilities, residents of hospices and nursing homes, human remains, and individuals who donate or sell blood or blood components.

**Sterilize:** The use of a physical or chemical procedure to destroy all microbial life.

**Syndrome:** A collection of signs and symptoms that occur together.

**Universal Precautions:** An approach to infection control. According to the concept of universal precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.

**Vaccine:** A substance that produces or increases immunity and protection against a particular disease.

**Virus:** An organism that causes disease.

**Work Practice Controls:** Controls that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g., prohibiting recapping of needles by a two-handed technique).

## **EXPOSURE INCIDENT PROCEDURE**

### **For The Exposed Employee:**

Steps to follow in the event of exposure to blood or other potentially infectious materials:

1. Immediately and thoroughly clean or flush the area of direct contact.
2. Report incident immediately to your supervisor. Determine if the exposure was a significant exposure incident, i.e. blood or OPIM contacted eyes, mouth, other mucous membrane, and non-intact skin or there was a piercing of the skin or mucous membrane by a contaminated item. If yes go to step 3. If no, go to step 4.
3. If it is determined to be a significant exposure incident contact a licensed health care professional or your county health department immediately. Current recommendation is that treatment begins within 2 hours of exposure.
4. Contact licensed health care professional or your local health department within 24 hours for determination of the need for post exposure medical evaluation and follow-up.

5. Complete the exposure incident documentation form.
  - Document the route(s) of exposure and the circumstances under which the exposure incident occurred;
  - Identify and document the name of the source individual if feasible;
  - Identify and document the name, address, and telephone number of the health care professional who will evaluate the need for post-exposure medical evaluation and follow-up;
6. Complete Report of Accident/Injury as soon as feasible.
7. Report incident to the ESD 112 Workers Compensation Department @ 360-750-7504. They will provide additional information and forms. (Supervisor may do this)
8. Receive copy of healthcare professional's written opinion. Follow through on the advice of the licensed health care professional.
9. Submit licensed health care professional's bill to Personnel Office.
10. Abide by any applicable laws and regulations concerning disclosure of the identity and infectious status on the source individual.

**For The Immediate Supervisor:**

Steps to follow in the event of an employee's exposure to blood or other potentially infectious materials:

1. Using the exposure incident documentation form, assist the exposed employee with completing the following:
  - Exposed employee information
  - Exposure incident information
  - Source individual information
2. Assist the exposed employee with contacting the identified health care professional for determination of the need for medical follow-up if the employee has not done so. Explain to the employee that the vaccination and follow-up is "at no cost to the employee."
3. Send all completed documents to the personnel office as soon as possible.
  - Exposure incident documentation form (completed through the fourth item under Post-Exposure evaluation information).
  - Report of accident or injury form
4. Abide by any applicable laws and regulations concerning disclosure of the identity of the source individual.

**For The Personnel Department:**

Steps to follow in the event of an employee's exposure to blood or other body fluids:

1. Place all documentation of the exposure incident in the employee's medical file:
  - Exposure incident documentation form (complete through the third item under post-Exposure Evaluation Information).
  - Report of accident or injury form (district form)
  - Exposed employee consent form.
2. If post-exposure medical evaluation is considered necessary, provide the following information to the evaluation health care professional:
  - A copy of Chapter 296-823 WAC;
  - A copy of the exposure incident documentation form
  - All medical records relevant to the appropriate treatment of the employee including hepatitis B vaccination status, which are the employer's responsibility to maintain.
3. Complete the final items on the exposure incident documentation form.
4. Establish and maintain an accurate record, pre-exposure incident, for each employee, in accordance with WAC 296-62-052, including:
  - The name and social security number of the employee
  - A copy of the employee's hepatitis B vaccination status including the date of all hepatitis B vaccinations and any medical records relative to the employee's ability to receive vaccination;
  - A copy of all results of examinations, medical testing, and follow-up procedures required.
  - The employer's copy of the health care professional's written opinion;

- A copy of the information provided to the health care professional
5. Provide employee a copy of the healthcare professional's written opinion.
  6. Ensure that employee medical records are:
    - Kept confidential
    - Not disclosed or reported without the employee's express written consent to any person within or outside the work except as required by law.
- Maintain employee medical records for at least the duration of employment plus thirty years.

**For The Healthcare Professional:**

1. Evaluate the exposure incident.
2. Arrange for testing of the employee and the source individual.
3. Notify employee of results of all testing.
4. Provide counseling.
5. Provide post-exposure prophylaxis.
6. Evaluate reported illnesses.
7. Send (only) the written opinion to the employer. This includes documentation that the employee was informed of the evaluation results and the need for any further follow-up, and whether hepatitis B vaccine is indicated and if vaccine was received.

## **CHEMICAL HYGIENE PLAN**

*It is the policy of Finley School District to provide a place of employment that is free from recognized hazards likely to cause physical harm, and that complies with all federal, state, and local laws and regulations affecting the safety and health of its employees. The primary objective is to ensure that individuals at risk are adequately informed about the chemicals used in the laboratory, the risks involved, and the procedures to follow to minimize their exposure to those chemicals. This Chemical Hygiene Plan is derived from the Hazardous Chemicals in Laboratories Standard found in the Washington Industrial Safety and Health Act (WISHA) (WAC 296-828) and is administered by the State of Washington, Department of Labor and Industries.*

### **1. Definitions**

**Laboratories** are defined as facilities where the "laboratory use of hazardous chemicals" occurs. "Laboratory use of hazardous chemicals" refers to the handling or use of such chemicals in which all of the following conditions are met:

- a) Chemical manipulations are carried out on a laboratory scale.
- b) Multiple chemical procedures are used.
- c) Protective laboratory practices and equipment are available and commonly used.
- d) The procedures involved are not part of a production process whose function is to produce commercial quantities of materials.

**Laboratory scale** means work with substances in which the containers used for reactions, transfers, and other handling of substances are designed to be easily and safely manipulated by one person.

**Hazardous chemicals** are those which pose a health hazard, defined by WISHA as any substance for which there is evidence showing that acute or chronic harm may result from exposure to that chemical. Health hazards include carcinogens, toxic or highly toxic agents, reproductive toxins, irritants and corrosives.

**Employees** who are to be addressed in the Chemical Hygiene Plan are individuals employed in the laboratory workplace that may be exposed to hazardous chemicals in the course of his or her assignments. This includes employees who actually work in the laboratory (instructors and aides) or employees who because of their work assignments may be required to enter a laboratory where potential exposures may occur, such as maintenance or custodial personnel.

2. The Laboratory Standard does not apply to:
  - a) Students. Because students are not employees, they are not formally covered by the provisions of the Chemical Hygiene Plan (CHP). However, there are recommendations in this document that suggest appropriate student rights and responsibilities related to issues of chemical safety.
  - b) The occasional visitor to the laboratory, such as a guest or sales person, is not included in the definition of employee and therefore does not need to be addressed in the Chemical Hygiene Plan. Such persons will be offered the same protection offered to students, and they will conform to the same expectations as students in the laboratory.
3. The Laboratory Standard requires that covered laboratories prepare, implement, and make available to employees, a Chemical Hygiene Plan which is capable of:
  - Protecting employees from health hazards associated with hazardous chemicals in the laboratory.
  - Keeping laboratory employees' exposures to WISHA-regulated substances below the permissible exposure limits (PEL).
  - Reviewed and evaluated for effectiveness at least annually.

## **CHEMICAL HYGIENE PERSONNEL**

### **1. School District Administrators**

Successful development and implementation of a Chemical Hygiene Plan (CHP) depends on the commitment and support of the senior administrators, the district Safety Officer and the laboratory Chemical Hygiene Officer (CHO).

### **2. Principal**

The principal is responsible for chemical hygiene program in the local school. The principal should monitor school employees' compliance with the CHP. The principal may choose to designate a School Chemical Hygiene Officer.

### **3. School District is responsible for:**

- a) Maintaining records of employee exposure to hazardous chemicals for the duration of employment plus 30 years.
- b) Reporting all exposures/accidents in writing to the ESD 112 Workers Compensation Department.
- c) Providing medical consultations and examinations as required as a result of exposure to hazardous chemicals.
- d) Providing personal protective equipment when necessary.
- e) Measuring the concentration of hazardous chemical(s) if it is believed that the action level or permissible exposure level has been exceeded.

### **4. Chemical Hygiene Officer**

The school district must appoint a CHO for each school housing a science laboratory covered by this standard. If there are several laboratories in one school, one CHO may supervise several labs. In large districts, there may be a Science Curriculum Director who oversees several Chemical Hygiene Officers. The Chemical Hygiene Officer should be knowledgeable in chemistry and chemical principles and practices. The responsibilities of the Chemical Hygiene Officer are:

- a) Develop and implement the Chemical Hygiene Plan.
- b) Work with administrators and teachers to implement the program.
- c) Ensure that employees have access to the Chemical Hygiene Plan, Material Safety Data Sheets, and other reference materials.
- d) Monitor procurement, use, and disposal of chemicals used in the school's laboratories.
- e) Assure that inspections of the laboratory and laboratory equipment are performed on a regularly scheduled basis and that records of inspections are maintained.
- f) Determine the need for personal protective equipment beyond that specified for general laboratory use.
- g) Ensure that the appropriate training with regard to chemical hygiene is provided to employees whose normal work locations include laboratory areas. Make decisions regarding requests to use chemicals identified as particularly hazardous such as carcinogens, reproductive toxins, explosive, highly toxic, or generally unsuitable for general school laboratories.
- h) Conduct annual review and revision of the Chemical Hygiene Plan.

#### **5. Employee Responsibilities**

Each laboratory instructor is responsible for planning and conducting each laboratory operation in accordance with the appropriate laboratory procedures and rules outlined in the Chemical Hygiene Plan. It is also the instructor's responsibility to develop good personal chemical hygiene habits, maintain awareness of health and safety hazards, and to report accidents, injuries, unsafe practices and unsafe conditions.

#### **6. Students**

The Chemical Hygiene Standard does not specifically cover students. However, good personal chemical hygiene habits must also be taught to all students who use the lab while enrolled in science courses. Students shall not be allowed to use school district laboratories outside of regular science course classes unless they first obtain permission and are directly supervised during their work.

### **GENERAL PRINCIPLES**

#### **1. Minimize All Chemical Exposures**

All prudent efforts should be taken to minimize all chemical exposures. Use the proper personal protective equipment to minimize contact with chemicals. Use the least toxic chemical that the task requires. The use of listed carcinogens or other highly toxic chemicals should be avoided. Specific guidelines for handling chemicals may be found on the Material Safety Data Sheet.

#### **2. Routes of Exposure**

The routes of exposure to chemicals may occur by inhalation, ingestion, contact with skin or eyes, or injection.

- a) Inhalation of chemical vapors, mists, gases or dusts can produce poisoning through the mucous membrane of the nose, mouth, throat, and lungs and can seriously damage these tissues. The degree of injury resulting from exposure to toxic vapors, mists, gases or dusts depends on the toxicity of the material and its solubility in tissue fluids, its concentration and the duration of exposure.
- b) Ingestion of many chemicals can be extremely dangerous. The relative acute toxicity of a chemical can be evaluated by determining its LD 50, which is defined as the quantity of chemical that will

- cause the death of 50% of the test animals when ingested in a single dose. In addition, many chemicals will directly damage the tissue of the mouth, throat, nose, lungs, and gastrointestinal tract.
- c) Contact with skin and eyes can lead to significant chemical injury. A common result of skin contact is local irritation, but many chemicals can be absorbed through the skin and cause systemic poisoning. Most chemicals are damaging to the eyes, which are very sensitive organs. Alkaline materials, phenols, and strong acids can cause permanent loss of vision.
  - d) Injection of chemicals is not a very common route of exposure but may occur through mechanical injection from glass or other materials contaminated with chemicals, or when chemicals are handled in syringes.

Other factors to consider in evaluating the degree of exposure potential from the use of a particular chemical or activity involving the chemical include the:

- Chemical's volatility, flammability, and reactivity.
- Potential for unplanned chemical reactions.
- High heat of reaction.
- Amount of time that a worker will be exposed.
- Sensitivity of the lab worker (e.g., asthma, allergies, pregnancy).
- Potential for generating aerosols.
- Potential for an uncontrollable release.

### **3. Know the Hazards and the Risks of the Chemicals**

Employees must learn the potential hazards of each chemical they use and not underestimate their risk. The decision to use a particular chemical will be based on the best available knowledge of each chemical's particular hazard and the availability of proper handling facilities and equipment. Substitutions, either of chemicals or experiments, will be made where appropriate to reduce hazards without sacrificing instructional objectives. When the risk outweighs the benefit and no substitute is available, then the experiment, procedure or chemical will be eliminated.

### **4. Provide Adequate Ventilation**

The best way to prevent exposure to airborne substances is to prevent their escape into the working atmosphere by using hoods or other ventilation devices. Ensure that hoods and other ventilation devices are kept in good working condition and checked regularly to assure their effectiveness.

### **5. Use the Chemical Hygiene Program**

The Chemical Hygiene Plan provides specific practices designed to minimize exposure to hazardous substances. It is the responsibility of the employee to follow these practices.

### **6. Observe the Exposure Limits**

The Permissible Exposure Limits (PEL's) established by the Washington Department of Labor and Industries and the Threshold Limit Values (TLV's) of the American Conference of Governmental Industrial Hygienists (ACGIH) are found on the Material Safety Data Sheet for that chemical and shall not be exceeded.

### **7. Use the Material Safety Data Sheet (MSDS)**

The district should not accept from a supplier or use a chemical unless a MSDS is immediately available and accessible to the employee. The employee shall be trained to read and use the information found on the MSDS.

## **STANDARD OPERATING PROCEDURES FOR LABORATORIES**

*The goal of the Chemical Hygiene Plan is to protect employees and students working in the laboratory, others who may be exposed, and to protect the environment from injury or contamination due to hazardous chemicals through training and careful attention to safe work practices.*

### **1. General Rules**

The instructor should be aware of the following:

- a) Know the safety rules and procedures that apply to the work at hand. Before beginning any new operation, determine the potential hazards and appropriate safety precautions to take.
- b) Know the location of, and how to use, emergency equipment in the area, as well as how to obtain additional help in an emergency. Be familiar with emergency procedures including evacuation routes, spill cleanup procedures and fire control.
- c) Know the types of protective equipment that are available and use the proper equipment for each job.
- d) Watch for unsafe conditions and work practices and report them to the CHO or Safety Officer so that corrections can be made as soon as possible. One person's accident can be a danger to everyone in the lab area.
- e) Know how and where to properly store the chemical when it is not in use.
- f) Proper personal hygiene practices.
- g) Procedures by which supervisory persons will be notified in case of accident or injury.
- h) Proper procedures for the disposal of hazardous substances.
- i) If you leave an operation unattended for any period of time, leave the laboratory lights on, post a sign, and take the necessary precautions for the event of a failure of a utility service (such as electricity or cooling water). Any time chemicals are out of locked cabinets or storerooms; an unattended lab must be locked.
- j) Notify the School or District Chemical Hygiene Officer immediately if you have been exposed to a hazardous chemical.

### **2. Avoidance of "Routine" Exposure**

- a) Develop, use and encourage safe work habits.
- b) Become familiar with the laboratory procedures and all potential hazards involved before beginning any operation.
- c) Use the engineering and work control practices available for the procedure.
- d) Avoid unnecessary contact with chemicals by any route.
- e) **Do not attempt to identify chemicals by smell or taste. All containers containing chemicals must be properly labeled.**

### **3. Planning**

- a) Do not rely solely on the textbook, laboratory manual, or other instructional material for an indication of safety precautions required for a particular experiment. Consult the MSDS for the chemicals being used and safety references for equipment utilized.
- b) The instructor shall review potential hazards and specifically describe them to all classes and all students.
- c) Reduce the scale of the procedure to a minimum in order to reduce generation of used chemicals.
- d) Use the least hazardous chemical, which is effective for the task.
- e) The work conducted in the lab and its scale must be appropriate to the physical facilities available.
- f) Use only those chemicals for which the quality of the ventilation system is appropriate.

### **4. Personal Behavior**

- a) Horseplay, pranks, careless behavior or other acts of mischief will not be tolerated in chemical work areas and laboratories.

- b) Employees or students will not perform activities using unauthorized chemicals.
- c) The laboratory should not be left unattended while an experiment is in progress. It is recognized that certain procedures, such as crystallization and evaporation are a normal part of some experiments and that such procedures may safely be left while they are in progress. The teacher should use the best available information when deciding whether a particular experiment may be left unattended.
- d) No experiments should be conducted by an instructor or student working alone in a laboratory.  
**There are no exceptions to this policy.**

#### 5. **Personal Hygiene**

All employees should use appropriate personal hygiene practices, including:

- a) Wash exposed or contaminated skin promptly.
- b) Wash well before breaks, before eating, smoking, or using toilet facilities, and before leaving the laboratory. Wash hands after removing gloves.
- c) Smoking is not allowed in the laboratory.
- d) Avoid practices that may result in the ingestion of chemicals, such as biting fingernails, chewing gum, chewing on pencils or pens, or holding items in the mouth.
- e) Do not apply cosmetics in any chemical laboratory.
- f) Confine long hair and loose clothing.
- g) Open-toed shoes, sandals, and/or shoes with uppers constructed of woven material are not permitted in the laboratory.
- h) Jewelry such as rings, bracelets or watches should not be worn in order to prevent chemicals from collecting underneath them, from contacting electrical sources, catching on equipment or damage to the jewelry itself.
- i) At no time should shorts, cutoffs, or short skirts be allowed in the laboratory when an experiment is in progress.
- j) Never pipet by mouth. A pipetter, pipet bulb, or aspirator shall be used to provide a vacuum.

#### 6. **Food Handling**

- a) No food or beverages will be stored, handled, prepared or consumed in the laboratory or other areas where chemicals are used or stored.
- b) Do not bring laboratory chemicals or laboratory equipment into areas that are designated for food consumption or smoking.
- c) Do not use glassware or utensils that have been used for laboratory operations to prepare or consume food. Laboratory refrigerators, ice chests, microwave ovens, cold rooms, etc., must not be used for food storage or preparation.

#### 7. **Housekeeping**

- a) Keep work areas clean and free from obstructions. Cleanup the area following the completion of each operation and at the end of each day.
- b) Deposit wastes in the appropriate receptacles.
- c) Store equipment and chemicals properly. Do not store chemicals in aisles, on the floor, on desks or laboratory tables.
- d) Attend to laboratory accidents and spills immediately. Follow the appropriate emergency procedures.
- e) Label all containers with chemicals with the identity of the contents and the hazards those contents present to the user. Inform the laboratory supervisor immediately of the presence of any unlabeled containers. Do not open unlabeled containers.
- f) Do not block access to exits, emergency equipment, controls, etc. Keep all passageways, aisles, and doorways free from obstruction.
- g) Notify the laboratory supervisor immediately if equipment malfunctions. Discontinue use of the equipment if a safety hazard exists.
- h) Clean all working surfaces and floors regularly.

## 8. **Protective Equipment – See Personal Protective Equipment Plan**

A Hazard Assessment will determine personal protective equipment needs for the individual laboratory. Personal protective equipment and instructions on the proper use of this equipment will be provided to employees, as appropriate, to minimize exposure to hazardous chemicals. These include eye protection, gloves, clothing, respiratory equipment, safety showers and eyewashes and fire extinguishers.

## 9. **Glassware**

- a) Accidents involving glassware are the leading cause of laboratory injuries. Use careful storage and handling procedures to avoid glassware breakage.
- b) Use hand protection (gloves) when inserting glass tubing into rubber stoppers or corks or when placing rubber tubing on glass hose connections. Tubing should be fire polished or rounded and lubricated, and hands should be held close together to limit movement of glass should a fracture occur.
- c) Discard and replace damaged glassware. Wear hand protection when picking up broken glass. Sweep up broken pieces with a brush and dustpan. Place broken glass in a separate container apart from regular waste.
- d) Clean glassware as soon as possible after use. Store glassware in clean areas designated for this purpose. Do not store dirty or broken glassware.

## 10. **Chemical Handling**

- a) Know the hazards posed by the different classes of chemicals, including oxidizers, flammables, corrosives, compressed gases, acutely hazardous and chronically hazardous chemicals.
- b) Read and understand the Material Safety Data Sheet before using any new chemical.
- c) Be aware of the proper waste disposal methods for the chemicals you are handling. Improper disposal may lead to injury to human health, the environment and/or facility equipment.
- d) Be sure that equipment is carefully secured before its use. Combine reagents in the proper order, and avoid adding solids to hot liquids.
- e) Always add acid to water. Never add water to acid.
- f) When transporting, storing, using, or disposing of any substance, be sure that the substance cannot accidentally come into contact with an incompatible substance. This contact could result in explosions or the production of highly toxic or flammable substances. Refer to incompatibility charts.
- g) When chemicals are being transferred from one container to another, be sure that the new container is compatible with the chemical and is labeled with the identity of the chemical.

## 11. **Flammability Hazards**

In general, the flammability of a chemical is determined by its flash point, the lowest temperature at which a liquid will generate vapor in sufficient concentration to ignite when an ignition source is present. Chemicals with a flash point below 200 degrees Fahrenheit should be considered “fire-hazard chemicals.”

- a) Do not use an open flame to heat a flammable liquid or to carry out a distillation under pressure. Use an open flame only when it is necessary and extinguish it as soon as it is no longer needed.
- b) Before lighting a flame, remove all flammable substances from the immediate area and notify others in the area. Check all containers of flammable substances in the area to ensure that they are tightly closed.
- c) Store flammable materials in a flammable cabinet or other appropriate location. Store away from any ignition sources. Store flammable materials away from all oxidizers.
- d) Make sure that all flammable cabinets and containers are properly grounded to prevent accidental ignition of flammable vapors and liquids from static electricity or other sources of ignition.

## 12. Electrical Hazards

- a) Equipment and electrical cords must be in good repair, properly grounded, and insulated.
- b) Circuit breakers for all laboratories must be readily accessible. Employees should know how to cut off electrical service to the laboratory in case of emergency.
- c) Use switches to turn equipment on or off, rather than unplugging equipment.
- d) If electrical equipment shows evidence of undue heating, it should be immediately unplugged.
- e) Do not use electrical equipment in a combustible atmosphere unless it has been approved as intrinsically safe.
- f) Electrical equipment must be located so that contact with water or chemical spills is eliminated.

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## 6. 13. Compressed Gases

If compressed gas cylinders are used in the laboratory, procedures for their use should be in accordance with guidelines established by the Compressed Gas Association and the NFPA.

- a) Only trained and authorized personnel will handle compressed gas cylinders.
- b) Always replace the cylinder cap when the cylinder is not in use and when it is being moved.
- c) Never lift a cylinder by its valve or its cap.
- d) Store both full and empty cylinders where they may be securely restrained by straps or chains.
- e) Never place cylinders in hallways or work areas where they could be knocked over.
- f) Avoid exposure of cylinders to heat. Do not store cylinders in direct sunlight.
- g) Never lubricate, modify, force or tamper with a cylinder valve.
- h) **Cylinders of toxic, flammable or reactive gases should only be used under a fume hood.**
- i) Cylinders shall be equipped with a pressure regulator designed and marked for its maximum use pressure.

## 14. Laboratory Operations/Activities Requiring Approval

Instructors must obtain prior approval from the CHO whenever a new laboratory experiment is to be carried out and the potential for harm is high. The following operations require prior approval:

- a) Non-routine procedures for which the employee or student has not been trained.
- b) Analytical work with an unknown substance.
- c) Operations or activities for which there are no written procedures.
- d) Where there is the potential for a rapid rise in temperature or pressure.
- e) Where there is the potential for chemical explosion or spontaneous combustion.
- f) Where substituting a more hazardous chemical for a less hazardous one.
- g) Where there is the potential for the generation of toxic gas that could result in airborne concentrations above the Action Level or Permissible Exposure Limit.
- h) When there is a failure of any of the equipment needed for the process, especially of safeguards such as fume hoods.

## LABORATORY SAFETY PROCEDURES

### 1. Employee Exposure Monitoring

If there is reason to believe that exposure levels for an OSHA/WISHA-regulated substance routinely exceed the action level (or in the absence of an action level, the PEL), the Safety Program Manager or Chemical Hygiene Officer will ensure that employee or student exposure to that substance is measured.

#### a) Initial Exposure Determination

Factors that might raise the possibility of overexposure and therefore warrant an initial measurement of employee exposure include:

- 1) The manner in which the chemical procedures or operations involving the particular substance are conducted (e.g., use of an open vessel instead of a closed system).
- 2) The existence of historical monitoring data that shows elevated exposures to the particular substance for similar operations.
- 3) The use of a procedure, which involves significant quantities or is performed over an extended period of time.
- 4) Signs or symptoms of exposure (e.g., skin or eye irritation, shortness of breath, nausea, headache, etc.), which are experienced by the employee.

None of these conditions should be allowed to exist in middle or high school laboratories in this school district.

**b) Exposure Monitoring**

If the initial exposure determination described above discloses employee exposure over the action level for a particular substance (or in the absence of an action level, the PEL), the school district will immediately comply with the exposure monitoring requirements of the WISHA standard for that substance.

Monitoring airborne concentrations of individual hazardous chemicals should be conducted in the following circumstances:

- 1) In testing or redesigning the hoods and other local ventilation devices in the laboratory.
- 2) When a specific substance that is toxic or highly toxic is regularly and continuously used (e.g., three times a week).
- 3) When requested by a laboratory employee because of a documented health concern or suspicion that a PEL may be exceeded.

**c) Notification of Monitoring Results**

- 1) The district will maintain any records of exposure monitoring, including the test method and results. Employee exposure monitoring records should be kept in the employee's file.
- 2) The employee will be notified of any monitoring results in writing within 15 working days after receipt of the results either individually or by posting the results in an appropriate location that is accessible to employees, such as the safety bulletin board.
- 3) An accurate record of any measurements taken to monitor employee exposures must be kept, and made available for each employee in accordance with WISHA's Access to Employee Exposure and Medical Records requirements (WAC 296-802).

**2. Laboratory Facilities**

The work conducted in a lab must be appropriate to the physical facilities available and to the quality of the ventilation system.

**a) Laboratory Design** A laboratory facility should include, where appropriate:

- 1) An adequate general ventilation system with air intakes and exhausts located so as to avoid re-entry of exhausted air.
- 2) Well-ventilated stockrooms and storerooms.
- 3) Appropriate chemical storage for specific hazardous materials; e.g., flammables, corrosives, poisons.
- 4) Adequate number of laboratory hoods and sinks for the number of students.
- 5) Emergency equipment including fire extinguishers, spill kits, a nearby fire alarm and telephone.
- 6) First aid equipment including first aid kits, eyewash fountains and drench showers.
- 7) Appropriate personal protective equipment such as gloves, eye protection, aprons etc.

- 8) Locate electrical receptacles, switches, and controls so as not to be subject to liquid spills.

**b) Laboratory Ventilation and Hoods**

- 1) The general laboratory ventilation system should provide an adequate source and volume of air for breathing into the laboratory and non-laboratory areas and for input to local ventilation devices such as hoods, exhaust fans, etc. Ensure that laboratory air is continually circulated and direct airflow into the laboratory from non-laboratory areas. All air from chemical storerooms, laboratories and other chemical use areas must be exhausted directly to the exterior of the building.
- 2) Do not rely on general laboratory ventilation for protection from exposure to hazardous chemicals released into the laboratory. A rate of 4-12 room air changes per hour is normally adequate general ventilation if local exhaust systems such as hoods are used as the primary method of control. General airflow should not be turbulent and should be relatively uniform throughout the laboratory. The ASHRAE standard should be consulted for new facilities and for any facility experiencing indoor air quality problems. ASHRAE recommends 15-20 CFM per person in school classrooms and higher rates for hazardous areas. General ventilation rates must be tied to the size of the room, the occupant load, and the exposure potential.
- 3) Airflow into and within the fume hood should not be excessively turbulent and hood face velocity should be adequate (typically 60-120 fpm).
- 4) Stockrooms should be well ventilated.
- 5) Evaluate the quality and quantity of ventilation when installed. Regularly monitor (at least every six months), and reevaluate whenever a change in ventilation devices is made.
- 6) Use the hood for any operation that might result in release of airborne concentrations of hazardous materials in the form of vapors, dust, or gases.
- 7) Periodically inspect and clean the hood to ensure proper operation.
- 8) Keep the hood sash as low as practical, leaving a minimum area open during use. Conduct operations in the enclosure without the insertion of any portion of the body other than hands and arms. Keep the hood sash closed at all times except when working in front of it.
- 9) Keep materials in the hood to a minimum and do not allow them to block vents or airflow. Avoid the storage of materials in the hood.
- 10) Leave the hood "on" if hazardous substances are stored in it or if it is uncertain whether adequate general laboratory ventilation will be maintained when the hood is "off".

**3. Chemical Procurement**

- a) Check the laboratory inventory prior to initiation of a purchase.
- b) Purchase only the quantity of chemicals needed. Order chemicals in quantities that are likely to be consumed in one year or less. Purchase chemicals only when needed for specific experiments or projects. Use the minimum amount of chemicals required and order only in the quantity sufficient for the intended use.
- c) All chemicals will be contained in tightly closed, sturdy, and appropriate containers. The container will be marked with the date at the time it is received and the date it is opened.
- d) Do not accept a chemical if the original container has been broken, opened, or arrives without an adequate identifying label.
- e) Require that the supplier provide a MSDS for each chemical ordered to accompany the shipment.
- f) Update the Chemical Inventory List each time a chemical is received. A site-specific list of chemicals in the lab must be maintained.
- g) Accept donated chemicals only after approval is obtained from the District Chemical Hygiene Officer.
- h) Before a substance is received, obtain information on proper handling, storage and disposal. Provide this material to the employees involved in shipping, receiving and distribution of laboratory chemicals.
- i) No select carcinogens, reproductive toxins or highly acute toxins are allowed in middle school or high school laboratories in this school district without written approval.

#### 4. Hazard Identification, Labels and Signs

- a) A MSDS for each chemical must be readily available to laboratory employees and, upon request, to students. Material Safety Data Sheets are documents that 1) describe the physical and chemical characteristics of the chemical; 2) provide information about the chemical's physical and health hazards; 3) list the means for controlling those hazards; and 4) the name, address and phone number of the manufacturer or other responsible party. MSDSs also inform the reader about first aid, other emergency procedures, and recommended exposure limits.
- b) If the chemical is transferred to a secondary container, the new container must be appropriately labeled with the chemical name, formula, concentration (if in solution), and hazards associated with exposure.
- c) Labels on incoming containers must not be removed or defaced.
- d) Unknown, unlabeled bottles should not be opened and such materials should be disposed of promptly.
- e) Post warning signs in laboratory areas that have special or unusual hazards. Post signs to show the location of safety showers, eyewash stations, exits, first aid kits, fire extinguishers, etc. Label extinguishers to show the type of fire for which they are intended. Label waste containers to show the type of waste that can be safely deposited. Consumption of food and beverages is not permitted in areas where laboratory operations are being carried out. Post a warning sign (e.g., EATING AREA - NO CHEMICALS) and mark areas where food is permitted.
- f) Identify exhaust systems used for the removal of hazardous materials to warn personnel of possible hazards.

#### 5. Chemical Storage

- a) Quantities of chemicals stored in the laboratory should be kept to a minimum. Materials not in use should be returned to the stockroom.
- b) All chemicals will be contained in tightly closed, sturdy, and appropriate containers.
- c) Label all chemical solutions you make with the identity of the contents, date, concentration, hazard information and name of person who prepared the solution.
- d) Store chemicals based on the reactivity nature of the chemical. Segregate incompatible materials to prevent accidental contact with one another. Do not base storage patterns solely on the alphabetical arrangement of chemicals. Display the classification system used for storage in the principal storage area.
- e) Stored chemicals should be examined at least annually for container deterioration and integrity.
- f) Avoid storing chemicals on shelves above eye level.
- g) Secure shelving sections to walls or floor to prevent tipping of entire sections.
- h) All shelves on which chemicals are stored should have a lip of approximately 3/4" or greater in order to prevent bottles from sliding off the shelf.
- i) Do not store flammable materials outside an approved flammables storage cabinet unless in approved safety cans. Store flammables away from all sources of ignition. Store flammables away from all oxidizers.
- j) Keep all storage areas locked when not in use. Storage and preparation areas should be accessible only to those persons authorized to use the chemicals.
- k) Keep those chemicals classified as acute poisons in a separate, locked location, which has been labeled as to its purpose.
- l) Do not store chemicals on the floor or in or above sinks.
- m) Do not store chemicals where they may be exposed to heat or direct sunlight.
- n) Store corrosives in appropriate corrosive cabinets. If possible, keep containers in the original shipping packaging.
- o) Chemical storage under the hoods should be kept to a minimum and should not be allowed to block exhaust vents or airflow. Leave the hood ventilation system turned on if chemicals are stored in or under the hood. Only temporary hood storage is allowed.

## **6. Compressed Gas Storage**

- a) Secure all gas cylinders in an upright position with restraints such as chains to prevent them from falling or being knocked over.
- b) Keep protective plugs and caps in place on cylinders when not in use.
- c) Avoid exposure of cylinders to heat. Do not store gas cylinders in direct sunlight.
- d) Never lubricate, modify, force or tamper with a cylinder valve.
- e) Never use cylinders with contents that cannot be positively identified.
- f) Never direct high-pressure gases at a person; serious injury could result.
- g) Always wear safety glasses when handling and using compressed gases.

## **7. Handling and Distribution**

- a) When chemicals are being transferred from one container to another, ensure that the new container is compatible with the chemical and is labeled with the identity of the chemical. Also, the use of hazard warning labels is required, e.g., poison, corrosive, flammable, etc.
- b) When chemicals are hand carried, they should be placed in an outside container or acid-carrying bucket to protect against breakage and spillage. Do not roll or drag compressed gas cylinders. Transport cylinders with a suitable handcart and with the cylinder strapped in place.

## **8. Waste Disposal**

The Chemical Hygiene Officer will coordinate with the district Safety Officer to ensure that laboratory chemicals are disposed of in compliance with appropriate regulations and in a manner that minimizes damage to human health and the environment. The following are guidelines:

- a) Label waste and the date the waste was placed in the container. Ensure that labels are visible and legible.
- b) Check containers to ensure they are securely closed and not leaking. Liquids should be stored in screw-cap bottles.
- c) Never place hazardous waste in the common solid trash container.
- d) Paper and similar solid waste may be stored in sealed plastic bags. Store other solid waste chemicals in bottles, jars, or plastic-lined sealed boxes.
- e) Do not discharge laboratory wastes to septic systems.
- f) Check with your local sanitary sewer authority before discharging wastes into the sewer.
- g) Do not allow waste materials to accumulate in laboratories or preparation rooms. Remove the sealed containers to the designated waste storage location.
- h) Recycle waste products whenever possible.
- i) Proper personal protective equipment must be worn when handling and disposing of waste.
- j) Follow the guidelines established by the appropriate county, state and federal regulations for the disposal of hazardous waste.

## **MEDICAL CONSULTATION AND EXAMINATIONS**

Employees who work with hazardous chemicals will be provided with an opportunity to receive medical attention when overexposure to a hazardous chemical is suspected.

### **1. Medical Attention**

Medical attention will be provided to an employee under the following circumstances:

- a) Whenever an employee develops signs or symptoms of exposure to a hazardous chemical to which they may have been exposed in the laboratory, the employee will be provided with the opportunity to receive an appropriate medical examination.

- b) When exposure monitoring reveals an exposure level routinely above the action level (or PEL) for a WISHA-regulated substance, medical surveillance will be conducted as required by the particular WISHA standard.
- c) Whenever an event takes place in the laboratory such as a spill, leak or explosion that results in the likelihood of a hazardous exposure, the affected employee will be provided with the opportunity for medical consultation to determine the need for a medical exam.

## **2. Type of Medical Attention**

All medical examinations and consultations will be performed under the direct supervision of a licensed physician and will be provided without cost to the employee, without loss of pay and at a reasonable time and place. All questions regarding medical consultations and examinations should be directed to the District Chemical Hygiene Officer.

## **3. Information for the Physician**

The following information will be provided to a physician conducting medical consultations and exams:

- a) The identity of hazardous chemicals to which the employee may have been exposed.
- b) A description of the conditions under which the exposure occurred, including quantitative exposure data if available.
- c) A description of the signs and symptoms of exposure that the employee is experiencing, if any.

## **4. Physician's Report**

A written opinion from the examining physician for any consultations or exams performed under this Operating Procedure must include:

- a) Any recommendations for further medical follow-up.
- b) The results of the medical examination and any associated tests.
- c) Any medical condition revealed during the course of the exam, which might compromise employee safety during, or as a result of, exposure to hazardous chemicals found in the workplace.
- d) A statement that the employee has been informed by the physician of the results of the consultation or medical exam and any medical condition that may require further examination or treatment.

The written opinion should not reveal specific diagnoses unrelated to occupational exposure, except as noted above.

Provisions equal to the above shall be extended to affected students when an overexposure situation occurs. Application of specific provisions related to student medical records, method of payment for physician services, etc., would vary according to student safety requirements and school district policy.

## **INSPECTION PROCEDURES AND PLAN REVIEW**

*General safety inspections of the laboratory and annual review of the Chemical Hygiene Plan will contribute to overall laboratory and employee safety. The instructor should be alert to unsafe conditions and will inform the principal and Chemical Hygiene Officer, in writing, when an unsafe condition occurs. The Chemical Hygiene Officer will maintain a written record of all inspections.*

### **1. Inspecting Laboratory Safety Equipment**

Laboratory safety equipment will be inspected at least semi-annually to ensure fitness for use and modified if inadequate, including:

- Fume hoods: Should have a face velocity of 60-120 linear fpm. Velocities greater than 125 fpm result in air turbulence at the hood face and within the hood.
- **Personal protective equipment: Eye protection must be clean and functional. Gloves must be of the proper type and must be free from cracks, holes and tears.**
- Emergency equipment: Fire extinguishers must be of the right type, easily accessible and fully charged. Have appropriate spill kits available for emergency use.
- First aid equipment: Eyewashes and showers must provide a continuous flow of clean water. First aid kits need to be readily accessible and fully stocked with appropriate supplies.

## 2. General Inspections

The following are examples of other areas that should be inspected. A sample audit form is found in the appendices.

- a) Gas cylinders (if present) must be firmly secured.
- b) Chemicals should not be stored in the fume hood.
- c) Aisles must be clear of any impediment.
- d) Chemicals storage practices.
- e) Electrical cords must be in good condition.
- f) Rubber hoses must not be cracked and are otherwise in good condition.
- g) Glassware must be in good condition.

## 3. Review of the Chemical Hygiene Plan

The Chemical Hygiene Plan for the laboratory will be reviewed by the Chemical Hygiene Officer and others as designated by the CHO at least **annually** and updated as necessary in a timely manner. Be sure that the **review is documented in writing and dated**. Factors to consider in the review include:

- a) Compliance with current regulations
- b) For adequacy in protecting employees from the health and physical hazards associated with chemicals in use in the laboratory.
- c) Changes in laboratory procedures, operations or equipment that may affect the potential for personal exposure to hazardous chemicals.
- d) The addition or deletion of the use of specific hazardous chemicals that warrant a review of laboratory safety procedures.
- e) Changes in laboratory personnel and/or their responsibilities.
- f) The review and evaluation of inspection records, accident investigations, professional research on chemical hygiene techniques, etc.

## RECORDKEEPING

### 1. Training Records

The District will maintain records of employee training relating to the safety and health of employees who work in a laboratory.

### 2. Exposure Testing Records

- a) Records of exposure assessments and methods will be maintained for the duration of employment plus thirty years, and will be made available to the employee or their representative upon request.
- b) The employee will be notified of any monitoring results within 15 working days after receipt of the results, either individually, in writing, or by posting the results in an appropriate location that is accessible to employees.

### **3. Medical Records**

The District requires the records of medical consultations, medical examinations and all reports derived from such consultations and examinations be maintained for the duration of employment plus thirty years. These records must be accessible to employees or their representatives upon request.

### **4. Material Safety Data Sheets**

The District will maintain a file of manufacturer's Material Safety Data Sheets for all chemicals and make them available to employees (and students) in the laboratory. If a chemical is present that does not have an MSDS, that chemical is not to be used until one is obtained.

### **5. Accident Reports**

Each incidence of an accident or injury will be reported to the School CHO, school principal, and/or the District CHO, in writing, within 5 working days of the accident. If staff or students were witnesses to the accident/injury, they should also report their observations. The District will keep accident reports on file in the event of lost work resulting from an exposure to a hazardous chemical or a job-related accident.

### **6. Chemical Inventory**

Each school will maintain a Chemical Inventory List, which will be updated as changes occur and reviewed at least annually.

### **7. Safety Inspections**

The District will keep records of the regular safety inspections, including the date of the inspection and the person conducting the inspection.

## **TRAINING**

The District will provide laboratory and other appropriate employees (e.g., receiving and shipping personnel, custodial, maintenance, stockroom personnel, emergency teams) with information and training on the hazards of chemicals present in their work area and what to do if an accident occurs.

### **1. Training Program**

Training will consist of at least the following subjects:

- a) The applicable details of the Chemical Hygiene Plan.
- b) Methods that may be used, and observations to detect, the release or presence of a hazardous chemical (such as continuous monitoring devices and the visual appearance or odor of hazardous chemicals when being released).
- c) The physical and health hazards of chemicals in the work area.
- d) The measures that instructors can take to protect themselves and their students from these hazards, including specific procedures that this school district has implemented to protect instructors and students from exposure to hazardous chemicals (e.g., general laboratory safety rules, emergency procedures, waste disposal methods, material handling and protective equipment to be used).

### **2. Information for Employees**

Employees will be provided with the following information:

- a) The WISHA Standard for Occupational Exposure to Hazardous Chemicals in Laboratories WAC 296-828 and its Appendices which are included in this manual.
- b) The location and availability of the Chemical Hygiene Plan.
- c) The permissible exposure limits (PEL's) for WISHA-regulated substances or recommended exposure limits for other hazardous chemicals where there is no applicable standard.
- d) The signs and symptoms associated with exposure to hazardous chemicals used in the laboratory.
- e) The location and availability of reference material on the hazards, safe handling, storage and disposal of hazardous chemicals found in the laboratory including Material Safety Data Sheets.

### **3. When to Provide Training and Information**

Information and training will be provided at the time of the employee's initial assignment to the work area where hazardous chemicals are present and prior to assignments involving new exposure situations. Refresher information and training will be provided at least annually.

#### **4. Students**

The District requires that comparable laboratory safety training and personal protective equipment be provided to students appropriate to their potential exposure to hazardous chemicals. This will vary based on their grade level, courses of study, the lab facility and the individual policies of the school district, school, instructor, local health district, workers' compensation insurance and property and casualty insurance carriers. Specific safety procedures will be taught whenever the need dictates.

## **EMERGENCY PREVENTION AND RESPONSE**

Laboratory instructors and other employees should be familiar with emergency procedures in order to prevent and reduce the impact of laboratory accidents.

### **1. General Emergency Procedures**

The emergency procedures should address a failure in the ventilation system, evacuation of the laboratory, fire response, chemical exposure to personnel and spills. Emergency procedures will be a topic for training and posted in a prominent location. They should include the following:

- a) Routes of egress (exit) from the laboratory. Ensure that employees and students know the main and alternate routes, as well as the procedure for accounting for each person in the laboratory.
- b) Procedures by which to notify appropriate individuals (including telephone numbers). There should be a telephone or intercom in the laboratory. The teacher will call for assistance if there is any doubt about how to handle the emergency.

To report a fire, accident, or other emergencies call 911.

If a hazardous condition threatens your health and safety, go to a safe location first, then call 911 and provide the following information:

- Nature of emergency
  - Location of emergency
  - Your name
  - Telephone number from which you are calling - Stay on the line. Do not hang up until emergency response person has hung up.
- c) When helping another person, the employee should evaluate the potential danger to himself/herself before taking action.
  - d) Do not move any injured persons unless they are in immediate danger from chemical exposure or fire. Keep the victim(s) warm.
  - e) Alert others in the vicinity about the nature of the emergency.

### **2. Evacuation**

In case of building evacuation do the following:

- a) Shut down equipment, if appropriate and safe to do so,
- b) Leave the building by the most direct route,
- c) Proceed to the predetermined assembly area,
- d) Stay at the assembly area until released by the person in charge.

### **3. First Aid**

Departments must have personnel trained in first aid available during working hours to render assistance until medical help can be obtained. All laboratory science personnel in this district are required to possess a valid first aid card. Suitable first aid equipment should be available in the laboratory area such as a first aid kit. Seek additional medical attention if needed.

#### 4. Emergency Equipment

The Chemical Hygiene Officer will ensure that adequate emergency equipment is available in the laboratory and inspected periodically to ensure that it is functioning properly. Emergency equipment includes but is not limited to the following: eyewash fountain; fire extinguisher of an appropriate type; safety drench shower; telephone; spill kit, fire blanket; and identification signs.

#### 5. Fire Response

The best way to fight a fire is to prevent it. Fires can be prevented or their severity considerably reduced by proper housekeeping. This includes the prompt removal of waste, separation of flammable liquids from combustible material, storage of only limited quantities of flammable material, and the maintenance of unobstructed aisles and exits. When a fire occurs, the following actions should be followed, depending on its severity:

- a) Suffocate a fire contained in a small vessel by covering the vessel. The vessel should not be picked up, nor covered with dry towels or cloths.
- b) Remove nearby flammable materials if it can be done safely, to avoid spread of the fire.
- c) If a fire burns over a larger area, all persons should evacuate the area, except those trained and equipped to fight a fire.
- d) Activate the fire alarm and call the Fire Department.
- e) The fire extinguisher should only be used by those who have training, and only from a position from which escape is possible.
- f) If the fire is electrical, turn off the electrical power to the affected work area at the circuit panel if possible.
- g) Inform firefighters of what chemicals are involved. Make a copy of the current Chemical Inventory List and MSDSs available to the firefighters.
- h) Fires involving laboratory chemicals increase the possibility of explosions. Special care should be taken to keep heat from volatile solvents, compressed gas cylinders, reactive metals, and explosive compounds.
- i) As soon as possible, recharge or replace all extinguishers that were used.
- j) Drench any persons whose clothing is on fire under the safety shower. If the shower is not convenient, the individual may be doused with water, covered with a blanket, or other procedure to quench the fire. After the fire is out, wrap the individual to keep them warm and to help avoid the onset of shock. Seek medical attention immediately.

#### 6. Chemical Spills on Personnel

- a) **Eye Contact:** Immediately flush the eye(s) with water for at least 15 minutes. Hold the eyelid away from the eyeball while the eyeball is moved around to ensure all areas of the eye is flushed. If contact lenses are worn, do not allow attempts to remove them interfere with immediate and continued eye flushing. Only medical personnel should attempt to remove contact lenses. Seek medical attention.
- b) **Ingestion:** If a chemical is ingested, follow label or MSDS directions for first aid treatment. Seek medical attention.
- c) **Skin Contact:** Promptly flush the affected area with water and remove any contaminated clothing. Consult the MSDS for additional instructions. Seek medical attention.

Medical personnel should be fully informed as to the chemical involved in the accident, and of the circumstances of the spill. Supply a copy of the appropriate MSDS to the medical personnel/healthcare facility.

#### 7. Other Accidents Involving Personal Injury

- a) Call emergency number with the nature and location of the injured party.
- b) Remove anyone overcome with smoke or chemical fumes/vapors to fresh air as soon as possible. If breathing difficulties persist, seek medical attention.
- c) If an injured person is not breathing, the rescuer should provide rescue breathing/CPR using appropriate methods, if the rescuer is certified to provide this aid. Seek medical attention as soon as possible.
- d) Control bleeding by compressing the wound with a clean cloth or compress. Elevate the injury above the level of the heart. Treat the injured person for shock. Seek medical attention as soon as possible.
- e) If a person is in contact with a live electrical circuit, shut the power off at the most convenient switch. Do not contact the victim until power has been disconnected. Seek medical attention as soon as possible.

## 8. General Chemical Spills

- a) Clean up all chemical spills promptly. Notify any individual at risk of the spill. Spill kits are available commercially.
- b) Wear protective clothing such as gloves, safety glasses and lab coats or aprons when cleaning up a spill. If strong fumes are encountered or if symptoms of exposure are experienced, stop clean up, evacuate the area, notify the appropriate personnel and determine the appropriate action.
- c) Stop the spread of the spill if possible, but do not step in the spill. Absorbent material can be used to surround the spill.
- d) If it is not known what is spilled, check the spill area for any information that will help identify the spill, such as broken glass or overturned containers. These might have a label on them that will identify the material. If no information is available, check the pH of the spill using pH paper.
- e) If the spill is an acid it may be neutralized with sodium bicarbonate.
- f) If the spill is a base it may be neutralized with sodium bisulfate, citric acid, or vinegar. Neutralization of bases produces heat; so allow time for it to dissipate.
- g) Solvent spills need to be properly ventilated due to their flammability and ignitability. Extinguish all ignition sources in the area. Applying an absorbent material to cover the spill area can clean up solvent spills.
- h) For halogen spills, sodium thiosulfate should be used.
- i) When dry, the spilled material, along with all material used in the clean up, should be treated as chemical waste and disposed of properly.

## 9. Accident Reports

Investigate all accidents and near accidents carefully. Forward the results of this investigation and recommendations for the prevention of similar occurrences to the District Chemical Hygiene Officer, the Principal, and the Safety Committee. Accident reports will be kept on file by the district. Accident and incident forms will be forwarded to the ESD.

**No select carcinogens, reproductive toxins or highly acute toxins are allowed in middle or high school laboratories in this school district without written authorization.**

## **FALL PROTECTION PROGRAM**

### **PURPOSE**

**Finley School District has established this Fall Protection Plan, which applies to all employees involved in construction, alteration, repair or maintenance, and who are assigned to perform tasks where fall hazards of 10 feet or more exist. This program involves establishing a fall protection work plan, and providing a fall protection system or a combination of prevention and protection measures. Through this program, the district will ensure that employees are aware of the fall hazards that they may be exposed to at work and that available protective measures are to be employed.**

### **FALL PROTECTION STANDARDS**

WISHA's fall protection general standards are set forth in WAC 296-155-245, Part C-1, "Fall Restraint and Fall Arrest." This standard requires that a written fall protection work plan be developed and maintained on the job site when employees are assigned to perform tasks where fall hazards of 10 feet or more exist. The district Safety Officer will oversee the fall protection program. This plan is a summary of the WISHA requirements; users should refer to the standard for specific details of its implementation.

There are other WISHA standards that require the use of fall protection for employees. These include those addressing floor and wall openings and holes; open-sided floors, platforms and runways; stairways and risers;

scaffolding; ladders; boom supported elevating work platforms; vehicle mounted elevated and rotating work platforms and order pickers. These WISHA requirements can be found in the following standards:

- A. Chapter 296-24 WAC, “General Safety and Health Standards”:
  - Part J-1, “Working Surfaces, Guarding Floors and Wall Openings”
  - Part J-3, "Powered Platforms"
- B. Chapter 296-155 WAC, "Safety Standards for Construction Work":
  - Part J, "Stairways and Ladders"
  - Part J-1, "Scaffolding"
  - Part K, "Floor Openings, Wall Openings, and Stairways"
- C. Chapter 296-800-250 WAC, “Stairs and Stair Railings”
- D. Chapter 296-800-260 WAC, “Floor Openings, Floor Holes & Open-sided Floors”
- E. Chapter 296-800-290 WAC, “Portable Ladders: Metal and Wooden”
- F. Chapter 296-874 WAC, “Scaffolds”
- G. Chapter 296-863-20025 WAC, “Order Pickers”

(**Note:** Fall protection is not required when working off of a ladder below 25 feet if the employee's hands are free to climb and there are no power tools in use while on the ladder.)

## **DEFINITIONS**

**Fall protection** is a system used by employees to eliminate or reduce fall hazards. This system involves fall restraint (that physically warns the worker before s/he falls), fall arrest (that physically stops the worker from a fall), and/or a positioning device system (that supports the employee in place while working).

**FALL PROTECTION OPTIONS INCLUDE:**

<u>Fall Restraint</u>	<u>Fall Arrest</u>	<u>Positioning System</u>
Restrained from falling	Stopped after the fall	Held in place while working
Standard guardrails	Full-body harness	Safety belt/harness
	6 ft. max. free fall	2 ft. max. free fall
Safety belt/harness	Safety nets	
Warning line system and/or safety monitor low pitched roofs only	Catch platforms	

**Fall restraint system** means an approved device and any necessary components that function together to restrain an employee in such a manner as to prevent that employee from falling to a lower level. Fall restraint systems include guardrails, safety belts and harnesses attached to securely rigged restraint lines and anchorage points, and warning lines systems. (See WAC 296-155-24510(1).)

**Fall arrest system** means the use of multiple, approved safety equipment components, such as: body harnesses, lanyards, deceleration devices, drop lines, horizontal and/or vertical lifelines and anchorages, interconnected and rigged as to arrest a free fall. (See WAC 296-155-24510(2).)

**Positioning device system** means a body belt or body harness system rigged to allow an employee to be supported on an elevated vertical surface, such as a wall, and work with both hands free while leaning. (See WAC 296-155-24510(3).)

*Other related definitions include the following:*

**Anchorage** means a secure point of attachment for lifelines, lanyards, or deceleration devices, which is capable of withstanding the specified forces.

**Competent person** means an individual knowledgeable of fall protection equipment, including the manufacturer's recommendations and instructions for the proper use, inspection, and maintenance; and who is capable of identifying existing and potential fall hazards; and who has the authority to take prompt, corrective action to eliminate those hazards; and who is knowledgeable of the rules contained in this section regarding the erection, use, inspection, and maintenance of fall protection equipment and systems.

**Drop line** means a vertical lifeline secured to an upper anchorage for the purpose of attaching a lanyard or device.

**Full body harness** means a configuration of connected straps to distribute a fall arresting force over at least the thighs, shoulders and pelvis, with provisions for attaching a lanyard, lifeline, or deceleration devices. All components must be compatible. (See WAC 296-155-2510(2)(a).)

**Lanyard** means a flexible line of webbing, rope, or cable (usually 2, 4, or 6 feet long) used to secure a body belt or harness to a lifeline or an anchorage point.

**Lifeline** means a vertical line from a fixed anchorage or between two horizontal anchorages, independent of walking or working surfaces, to which a lanyard or device is secured.

**Deceleration device** means any mechanism, such as a rope grab, ripstitch lanyard, specifically woven lanyard, tearing or deforming lanyards, automatic self-retracting lifelines/lanyards, etc. which serves to dissipate a substantial amount of energy during a fall arrest, or otherwise limit the energy imposed on an employee during fall arrest.

**Guardrail** requirements differ by application. Generally, a **standard railing** consists of a smooth-surfaced top rail (36" to 42" from the walking surface), intermediate rail (halfway between the top rail and the walking surface), toe board (minimum of 4" high), and posts (spaced at least on 8' centers). Railings must withstand a load of at least 200 pounds applied in any direction, with no overhang of rail ends. (See WAC 296-155-505.)

**Horizontal lifeline** means a rail, rope, wire, or synthetic cable that is installed between two anchorages and used for attachment of a worker's lanyard or lifeline device while moving horizontally; it is used to control dangerous pendulum-like swing falls.

**Roof** means the exterior surface on the top of a building. A **low-pitched roof** has a slope equal to or less than 4 in 12; a **steep roof** has a slope greater than 4 in 12. (Note: There are more stringent fall protection requirements for steep roofs.)

**Safety monitoring system** means a safety system in which a designated competent person monitors the safety of all employees in a roofing crew, and warns them when it appears to the monitor that they are unaware of the hazard or are acting in an unsafe manner. The competent person, who must be easily distinguished from the work crew, must be on the same roof and within visual distance of the employees, be close enough to verbally communicate with the employees, and engage in no other duties. This can be used for low-pitched roofs and leading edge work only. (See WAC 296-155-24521.)

**Warning line system** means a barrier erected on all sides of a walking and working surface or a low-pitched roof, to warn employees that they are approaching an unprotected fall hazard(s). It shall consist of a wire, rope or chain and supporting stanchions, and be flagged at no more than 6' intervals. (See WAC 296-155-24515(3).)

## **WHERE FALL PROTECTION MAY BE NEEDED IN SCHOOLS**

**Examples of maintenance and custodial activities where employees could work 10 feet off of the ground, and fall protection may be required, include (but are not limited to) the following:**

- \* changing light bulbs in high ceilings
- \* replacing ceiling tiles in high ceilings
- \* maintenance or cleaning of rain gutters and scuppers
- \* repairing and maintaining roofs
- \* pruning trees
- \* changing air handling unit filters
- \* working on exhausters on roofs
- \* changing street light bulbs
- \* replacing/repairing skylights
- \* maintenance in or around HVAC cooling towers
- \* removing snow, debris, or equipment from roofs
- \* painting
- \* maintenance or repair of motorized basketball backboards, gymnasium dividers, sound system components, scoreboards, etc.

## **FALL PROTECTION WORK PLAN**

A fall protection work plan is a written planning document, developed by the employee's supervisor or competent person, for all instances where an employee is required to work 10 feet or more above the ground or other work surface. The plan will be maintained at the work site and be available for inspection. (See WAC 296-155-24505.)

The six primary elements required in the plan are as follows:

1. Identify all fall hazards in the work area.
2. Describe the method of fall arrest or fall restraint to be provided.
3. Describe the correct procedures for the assembly, maintenance, inspection, and disassembly of the fall protection system to be used.
4. Describe the correct procedures for handling, storage and securing of tools and materials.
5. Describe the method of providing overhead protection for workers who may be in, or pass through, the area below the work site.
6. Describe the method for prompt, safe removal of injured workers.

The following may assist in the completion of a fall protection work plan.

### **WORK AT ELEVATIONS OF 10 FEET OR HIGHER WITH USE OF A FALL RESTRAINT SYSTEM**

- Method of fall protection: Fall restraint system including guardrails with a toe board, when necessary, or safety belt/harness, or warning line system, or warning line system with a safety monitor. (Fall restraint regulations allow falls of less than two (2) feet. They are intended to protect workers from getting too close to the working edge. They are not intended as free-fall protection.)
- Procedures for assembly, maintenance, etc., of fall protection:
  - A standard railing including a top rail, intermediate rail, posts and, if necessary, a toe board will be erected and the top rail will stand 39-45 inches above the platform or runway.
  - The middle rail will be less than, or equal to 19 inches below the top rail.
  - A standard toe board will be installed if:
    - persons pass beneath the open sides,
    - there is moving machinery, or
    - there are falling materials, equipment or tools that create a hazard.
- Procedures for handling, storing, and securing tools and equipment to be used:
  - Tool belts will be used to carry hand tools.
  - Tools too large for the tool belt will be raised to the work area by means of a rope or mechanical device.
  - After use, hand tools will be returned to the tool belt immediately.
  - Tools and loose materials will not be left on overhead platforms or scaffolds.
- Overhead protection measures:
  - Signs warning of overhead work will be posted to warn passers-by.
- Procedures for rescue of injured workers:

- If an employee is injured, a trained person will be available to administer first aid and evaluate the employee's condition.
- If the employee's condition appears serious, the supervisor or another individual will call "911" to obtain emergency medical assistance.
- District employees will assist the emergency response unit as appropriate.

**WORK AT ELEVATIONS OF 10 FEET OR HIGHER WITH USE OF A FALL ARREST SYSTEM.**

- Method of fall protection: Fall arrest system including a full-body harness, lanyards, anchor points and horizontal lifelines. (Fall arrest regulations allow free-falls of less than six (6) feet.)
- Procedures for assembly, maintenance, etc., of fall protection:
  - Fall protection equipment will be inspected by the employee prior to each use.
  - Inspection will include checking for damage, wear and mildew.
  - Any equipment found to be defective by the employee must be tagged, removed from use and turned in to the supervisor for evaluation.
  - Equipment found by the supervisor will be turned in for repair or destruction, as appropriate.
  - Fall arrest equipment, including approved harness, lanyards, and lifelines attaching to a secured anchorage point, will be used while working.
  - Employees will don all equipment prior to climbing the roof. They will connect to the anchor point or horizontal lifeline immediately after mounting the roof.

**NOTE: IF CONDUCTING LARGE SCALE ROOFING PROJECTS WITH SEVERAL EMPLOYEES INVOLVED, A SAFETY WARNING LINE WITH A SAFETY MONITOR SYSTEM MAY BE MORE CONVENIENT AND MAY BE USED IN PLACE OF THE HARNESS, LANYARD AND HORIZONTAL LIFELINE.**

- Procedures for handling, storing, and securing tools and other equipment to be used:
  - Tool belts will be used to carry hand tools to the roof.
  - Tools too large for the tool belt will be raised to the work area by a rope or mechanical device.
  - After use, hand tools will be returned to the tool belt immediately.
  - Materials to be used on the roof will not be stored within 6 feet of the roof edge, unless guardrails are erected at the roof edge.
- Overhead protection measures:
  - Signs warning of overhead work will be posted to warn passers-by.
- Procedures for rescue of injured workers:
  - If an employee is injured, a trained person will be available to administer first aid and evaluate the employee's condition.
  - If the employee's condition appears serious, the supervisor or another individual will call "911" to obtain emergency medical assistance.
  - Assistance will be provided to the emergency unit as appropriate.

**WORK ON OPEN-SIDED PLATFORMS OR RUNWAYS OF HEIGHTS OF 10 FEET OR MORE.**

- Method of fall protection: Fall restraint system including standard guardrails and toe board, when necessary, safety belt/harness, or warning line system, or warning line system with a safety monitor.

- Procedures for assembly, maintenance, etc., of fall protection:
  - A standard railing including a top rail, intermediate rail, posts and, if necessary, a toe board will be erected and will stand 39-45 inches above the platform or runway.
  - A standard toe board will be installed if
    - persons pass beneath the open sides;
      - (a) there is moving machinery; or
      - (b) there are falling materials, equipment or tools that create a hazard.
- Procedures for handling, storing, and securing tools, and equipment to be used:
  - Tool belts will be used to carry hand tools.
  - After use, hand tools will be returned to the tool belt immediately.
  - Tools too large for the tool belt will be raised to the work area by a rope or mechanical device, if necessary.
  - Tools and loose materials will not be left on overhead platforms or scaffolds.
- Overhead protection measures
  - Signs warning of overhead work will be posted to warn passers-by.
  - Procedures for rescue of injured workers:
    - If an employee is injured, a trained person will be available to administer first aid and evaluate the employee's condition.
    - If the employee's condition appears serious, the supervisor or another individual will call "911" to obtain emergency medical assistance.
    - District employees will provide assistance to the emergency response unit as appropriate.
    - A "Fall Protection Plan Worksheet" (two samples are found in the "Forms" folder) may be used to complete this assessment.

## **ASSIGNMENT OF COMPETENT PERSON**

A **competent person** means an individual knowledgeable of fall protection equipment, including the manufacturer's recommendations and instructions for the proper use, inspection, and maintenance; and who is capable of identifying existing and potential fall hazards; and who has the authority to take prompt, corrective action to eliminate those hazards; and who is knowledgeable of the rules contained in this section regarding the erection, use, inspection, and maintenance of fall protection equipment and systems.

The designated competent person is the district's maintenance supervisor or Safety Officer unless otherwise specified. Other competent persons can be designated if adequately trained and/or experienced.

The competent person has the following responsibilities:

- knowing the requirements of the fall protection standard
- identifying where fall hazards exist in the workplace
- determining adequate fall protection for each job over 10 feet high
- completing fall protection work plans
- ensuring that necessary fall protection systems are suitable, compatible, available, and inspected prior to use

- ensuring that the designated fall protection is used by employees
- ensuring a system of adequate emergency removal of injured employees

The "Competent Person Evaluation - Fall Restraint and Fall Arrest" (found in "Forms" folder) may be used to document this competency.

### **EMPLOYEE TRAINING**

Employees whose job duties include working at heights of 10 feet or more shall be trained in the primary elements of the Fall Protection Work Plan listed in part 5 above, as well as in the inspection of fall protection devices and systems. Employees must be trained in the specific fall protection/arrest equipment that they will be using; manufacturer's instructions should be reviewed. Employee training shall be documented, and such documentation will be available on the job site.

The "Fall Protection Training Record" (found in the "Forms" folder) may be used to document this training.

### **INSPECTION OF EQUIPMENT**

Components of fall restraint/arrest systems and positioning systems shall be inspected **prior to each use** for mildew, wear, damage, cuts, other deterioration, and rough metal surfaces on hardware, and shall be removed from service if their function or strength have been adversely affected or the assembly has been shock-loaded. Items removed from service should be tagged as defective. Defective equipment should not be returned to use until deemed safe by a trained individual. This pre-use equipment inspection should be documented before each job and daily.

The "Fall Protection Plan - Equipment Inspection Log" (found in the "Forms" folder) may be used to document this fall protection equipment inspection.

# HAZARD COMMUNICATION PROGRAM

## POLICY AND PURPOSE

Finley School District is committed to the prevention of exposures that result in injury and/or illness; and to comply with all applicable health and safety rules. To make sure that all affected employees know about information concerning the dangers of hazardous chemicals used in our workplace, the following Chemical Hazard Communication Program has been established.

The purpose of this hazard communication program is to ensure the hazards of chemicals located in the workplace are evaluated and that the information concerning the physical and health hazards is transmitted to employees who may be exposed to those chemicals. In addition, this Hazard Communication Program serves to meet the requirements of state regulations found in WAC 296-800-170. The goal of the program is to improve the overall safety of our agency by reducing the potential incidents of chemical source illnesses and injuries.

Finley School District has provided this program, which includes provisions for container labeling, material safety data sheets (MSDSs), and employee information and training.

All affected employees will participate in the hazard communication program. The program will be available from Human Resources or Risk Management for review by an interested employee. If an employee has any questions about this program they may contact the district Safety Officer.

## DEFINITIONS

**Chemical** means any element, chemical compound or mixture of elements or compounds.

**Exposure** means that an employee is/was subjected to a hazardous chemical in the course of employment through any route of entry (inhalation, ingestion, skin contact or absorption, etc.), and includes potential (e.g., accidental or possible) exposure.

**Hazardous chemical** means any chemical, mixture, product or material that presents a physical or health hazard. Look for words on the label, such as "Caution," "Warning," or "Danger."

**Physical hazards** include chemicals that are combustible, flammable, explosive, pyrophoric, unstable (reactive), water-reactive, or is an oxidizer, a compressed gas, or organic peroxide.

**Health hazards** include chemicals that may cause chronic or acute health effects in exposed employees. The term "health hazard" includes chemicals which are irritants, corrosives, sensitizers, carcinogens, toxic or highly toxic agents, reproductive toxins, hepatotoxins, nephrotoxins, neurotoxins, and agents which damage the lungs, skin, eyes, or mucous membranes.

*Note:* Physical and health hazards may be "acute" (having adverse effects quickly) or "chronic" (adverse effects occur as a result of a long-term exposure). Exposure can be through inhalation (breathing it), ingestion (eating or drinking it), or skin contact or absorption.

**Hazard warning** means any words, pictures, symbols, or combination thereof appearing on a label or other appropriate form of warning which convey the hazards of the chemical in the container.

**Label** means any written, printed, or graphic material displayed on or affixed to containers of hazardous chemicals.

**Identity** means any chemical or common name, which is indicated on the material safety data sheet (MSDS) for the chemical.

**Material Safety Data Sheet (MSDS)** is an informational sheet on a hazardous chemical (mixture, product or material) that includes:

1. Chemical and common name
2. Name of manufacturer
3. Hazardous ingredients by percentage
4. Physical and chemical characteristics and physical hazards
5. Associated health hazards and permissible exposure limits
3. Primary route(s) of entry
4. Use and storage safety precautions and control measures
5. Emergency and first aid procedures
6. The date of preparation or latest revision
7. Name, address and telephone number of manufacturer or other responsible party

## **PROCEDURE**

### **A. Container Labels**

1. Personnel will verify that each original (primary) container of hazardous chemicals in the workplace be clearly labeled, tagged or marked with the following information:
  - Identity of the chemical using either the chemical or common name,
  - Appropriate hazard warnings, which give general information about the relevant health and physical hazards of the chemicals. This includes health effects information, such as information about organs most likely to be affected by the chemicals.
  - Name and address of the chemical manufacturer
2. No hazard warning label (words, pictures or symbols conveying physical or health hazards), tag, or mark shall be removed from any package or container of a hazardous chemical until the package or container is empty. No container shall be used or stored with a damaged or defaced label. Supervisors and employees are responsible to replace damaged or defaced labels immediately.
3. Labels (or other forms of warning) will be legible, in English and prominently displayed on the container.
4. If a hazardous chemical is removed from its original container and not used immediately, the new (secondary) container shall be prominently and legibly marked with at least the following information by the employee who transfers the chemical:
  - Identity of the chemical as specified on the MSDS
  - Appropriate hazard warnings, which give general information about the relevant health and physical hazards of the chemicals. This includes health effects information, such as information about organs most likely to be affected by the chemicals.
5. The Safety Officer will periodically confirm that all secondary containers are labeled properly.

## **B. Other Labeling Systems**

Two of the most common labeling systems are the National Fire Protection Association (NFPA 704), and the Hazardous Materials Identification System (HMIS).

These systems provide a numeric key to indicate the relative hazard of the material in the areas of Health, Flammability, and Reactivity. The number system is from “0” for non-hazards to “4” for extreme hazards.

The numbers are displayed on a color-coded symbol or label. BLUE background for HEALTH hazard, RED background for FLAMMABILITY hazard, and YELLOW background for REACTIVITY hazard. An additional WHITE color background is provided for SPECIAL hazardous properties of the material; i.e., oxidizer, poison, water reactive, etc.

The NFPA system arranges the colors in a “diamond” shape, starting with BLUE on the left corner, RED on top, YELLOW on the right corner, and WHITE on the bottom.

The HMIS system stacks the colors vertically, with BLUE on top, then RED, then YELLOW, and WHITE on the bottom. The HMIS system also provides a field for required personal protective equipment to be used with the material.

Contact the Safety Officer for additional information on the rating systems.

## **C. Lists of Hazardous Chemicals and “Material Safety Data Sheets”**

### 1. Chemical Inventory

Supervisors and/or the district Safety Officer will maintain an inventory of all hazardous chemicals used in the workplace to include any chemical to which an employee may be exposed under normal conditions of use or in a foreseeable emergency. This list will be made available to all employees.

This list will be reviewed and updated as needed by the Safety Officer with assistance from the appropriate school department.

### 2. Material Safety Data Sheets (MSDSs)

Material Safety Data Sheets are designed to provide information needed to handle hazardous chemicals safely. They provide the necessary information for training on hazard evaluation, proper handling, emergency procedures, and employee personal protective equipment.

A Material Safety Data Sheet should be provided for each hazardous chemical used by the district by the chemical manufacturer, with the initial product shipment. If not provided, the Safety Officer will obtain the MSDS before the chemical is put into use.

MSDSs will be available to all employees during each work shift. The location(s) of the MSDSs will be communicated to all affected employees. A master copy of each MSDS may also be kept by the Safety Officer. If a MSDS is not available or a new chemical in use does not have a MSDS, immediately contact the Safety Officer.

The Safety Officer will review incoming MSDSs for new and significant health and safety information. The Safety Officer will see that any new information is communicated to all affected employees.

Employees are not to purchase any new hazardous substance or bring any new hazardous substance on the site without having the MSDS available for review by the Safety Officer.

The Safety Officer is responsible to establish and monitor the MSDS program. These MSDSs will be reviewed with staff and updated as needed.

#### **D. Employee Information and Training**

1. The Safety Officer or the employee's immediate supervisor will be responsible for providing each affected employee with information and training on hazardous chemicals in their work area. An introductory explanation of the hazard communication standard will be given to employees at their new employee orientation. Additional training, specific to the chemical hazards encountered in their job duties will be provided to employees at the time of their initial assignment, when job duties change with exposure to new chemicals and whenever a new chemical hazard is introduced into the work area.
2. Employees shall be informed of the following:
  - a. The training requirements of the "Hazard Communication Program," as outlined in this procedure, and the employee's right to know about the hazards of the chemicals/products with which they work;
  - b. All operations in their work area where hazardous chemical are present, and what the hazardous chemicals are;
  - c. The location and availability of this written hazard communication program, including the lists of hazardous chemicals in use and their associated Material Safety Data Sheets.
3. Employee training shall include the following (for each chemical or class of chemicals):
  - a. Methods and observations that may be used to detect the presence or release of a hazardous chemical in the work area;
  - b. The physical and health hazards of the chemicals in the work area including the likely physical symptoms or effects of overexposure;
    - The measures employees can take to protect themselves from these hazards, including appropriate work practices, engineering controls, proper storage and handling, emergency procedures, and personal protective equipment to be used;
    - What the employee is to do if overexposed to hazardous chemicals;
  - e. Measures to be taken to protect people and the environment in the event of a spill or leak; and
  - f. Details of the hazard communication program, as listed in this procedure, including an explanation of the labeling system and the material safety data sheet, and how employees can obtain and use the appropriate hazard information.
  - g. Steps that the district has taken to lessen or prevent exposure to these substances.
4. All new materials that contain hazardous materials shall not be used until employees have been trained in the proper use, handling, and disposal of the material, and their supervisor and the district Safety Officer has reviewed the MSDS covering the specific substance with them.
5. All training relative to the Hazard Communication Program will be documented. Documentation of training will be kept in the employee's personnel file.

#### **E. Hazardous Non-Routine Tasks**

Before employees start work on a task that is not done routinely, they will be given information about the hazardous chemicals they may encounter during the task. This information will include specific chemical hazards, protective and safety measures they can use, and steps that must be followed to reduce the hazards, including ventilation, respirators, presence of another employee and emergency procedures.

**F. Chemicals in Unlabeled Pipes**

The district is required to inform employees about hazards associated with chemicals contained in unlabeled pipes in employee work areas.

**G. Information for Other Workers**

Whenever employees of another employer are at our facility performing work, a list of all hazardous chemicals in use at each work area, with their associated MSDSs, will be available for review. The outside employee will be informed about any precautionary measures that need to be taken to protect themselves during normal operating conditions or in foreseeable emergencies and also be provided with an explanation of the labeling system that is used by the district.

It is the responsibility of the Safety Officer to identify and obtain MSDSs for the chemicals being brought into the facility by outside contractors.

**H. Program Review**

This written plan and its elements will be reviewed and updated as necessary. Changes may need to be made under the following circumstances:

- New chemicals are introduced into the workplace.
- When new processes involving chemicals are introduced
- When program job duties are changed
- When locations in the program are changed
- When any other elements are changed.

# LOCKOUT/TAGOUT PLAN

## Purpose

This procedure addresses the servicing and maintenance of machines and equipment, including piping systems, in which the unexpected energization or start up of the machine or equipment or release of stored energy could cause injury to employees (see different types of energy listed in table below). It establishes the requirements to ensure that equipment or electrical/mechanical systems are isolated from all potentially hazardous energy, and are locked out or tagged out before employees perform any service or maintenance activities. This written energy control program describes this school district's compliance with WAC 296-803.

This procedure applies when an employee is required to remove or bypass a guard, or an employee is required to place any part of his/her body into an area on a machine or piece of equipment where work is actually performed upon the material being processed or where an associated danger zone exists during a machine operating cycle.

## Forms of hazardous energy

Potential	Stored energy that can be drawn upon to do work. Suspended loads, compressed springs, and pressurized hydraulic systems are examples. Potential energy can be converted to kinetic energy and many of the other energy forms below.
Kinetic	Energy resulting from moving objects such as released loads and uncoiling springs. When these objects are released, their potential energy is converted to kinetic energy.
Flammable	Energy converted from the combustion of gasses, liquids, solid chemicals, and vapors.
Chemical	The capacity of a substance to do work or produce heat through a change in its composition. Chemical energy can be converted from gasses, liquids, solid chemicals, and vapors.
Electrical	Energy generated through the conversion of other forms such as mechanical, thermal, or chemical energy. Energy stored between plates of a charged capacitor is an example of potential electrical energy. Typical electrical energy sources include open busbars, motors, and generators.
Thermal	Energy transferred from one body to another as the result of a difference in temperature. Heat flows from the hotter to the cooler body. Sources include mechanical work, radiation, chemical reactions, and electrical resistance.

It does not apply to work on cord and plug-connected equipment for which exposure to the hazards of unexpected energization or start up of the equipment is controlled by the unplugging of the equipment from the energy source and with the plug being under the exclusive control of the employee performing the servicing or maintenance.

## Definitions

**Affected Employee:** An employee whose job requires him/her to operate or use a machine or equipment on which servicing or maintenance is being performed under lockout or tagout, or whose job requires him/her to work in an area in which such servicing or maintenance is being performed.

**Authorized Employee:** A person who locks out or tags out machines or equipment in order to perform servicing or maintenance on that machine or equipment. An affected employee becomes an authorized employee when that employee's duties include performing servicing or maintenance covered under this part.

**Energy Isolating Device:** A mechanical device that physically prevents the transmission or release of energy, including (but not limited to) the following: a manually operated electrical circuit breaker, a disconnect switch, a line valve, or a block. (Note: Push buttons, selector switches and other control circuit devices are not energy isolating devices.)

**Energy Source:** Any source of electrical, mechanical, chemical, hydraulic (pressurized liquid), pneumatic (pressurized gas or air), chemical, thermal (heat or cold) or other energy, including gravity.

**Lockout:** The placement of a lockout device on an energy-isolating device so that the equipment being controlled cannot be operated until the lockout device is removed.

**Lockout Device:** A device that utilizes a positive means such as a lock, either key or combination type, to hold an energy isolating device in the safe position and prevents the energizing of a machine or equipment.

**Point of Control Device:** Any electrical or mechanical device, such as a switch or valve that regulates or stops the flow of energy between a machine or system and its energy source.

**Residual Energy:** Latent (left over) energy that remains in a machine or system after it has been shut down, such as a turning blade or shaft, electricity in a capacitor, or trapped pressure that could unexpectedly release hazardous material or operate a moving part during the work.

**Tagout:** The placement of a tagout device to an energy-isolating device to indicate that the equipment being controlled may not be operated until the tagout device is removed.

**Tagout Device:** A prominent warning device, such as a tag and a means of attachment, which can be securely fastened to an energy isolating device in accordance with established procedure, to indicate that the energy isolating device and the equipment being controlled may not be operated until the tagout device is removed.

**Zero Energy State:** The state of a machine or system in which residual energy in any form has been dissipated to a safe level, and lockouts have been installed and verified.

## **Employee Training and Responsibility**

All maintenance, custodial, and transportation employees who perform service or maintenance activities, or work in or around machines or systems which require such service or maintenance will be instructed in the purpose of the energy control program and the use of the lockout or tagout procedures at the beginning of their employment and periodically as needed. This training will be documented.

Other employees will be trained in this program to the extent that they will know not to remove any lockout or tagout device, and not attempt to operate any switch, valve, or other energy isolating device when it is locked or tagged out.

Authorized employees will be trained in:

- The purpose and function of the energy control program
- The type and magnitude of energy available in the workplace
- Recognizing hazardous energy sources
- Methods and means to isolate and control energy

Each affected employee will be instructed in:

- The purpose and use of the energy control procedures
- The prohibition against attempting to restart or reenergize a machine or equipment that is locked or tagged out

Employees are also trained in the following:

- Tags are warning devices and do not provide the same level of physical restraint as a lock.
- When attached to energy-isolating devices, tags are not to be removed without the approval of the authorized person responsible for it or by-passed, ignored, or otherwise defeated.
- Tags need to be legible and understandable to be effective.
- Tags may evoke a false sense of security.
- The meaning of tags needs to be understood as part of the overall energy control program.
- Tags and their means of attachment must be securely attached to energy-isolating devices so they cannot be inadvertently or accidentally detached. They must be made of materials that will withstand the environmental conditions they will be exposed to.

Employees will be retrained as necessary to introduce new or revised control methods and procedures when there is a change in any of the following:

- Job assignments
- Machines, equipment, or processes that present a new hazard
- Energy control procedures

Employees will be retrained to reestablish proficiency when:

- A periodic inspection show the employee deviates from, or has inadequate knowledge of, the energy control procedures or,
- The employer has reason to believe retraining is necessary.

All employees are required to comply with the restrictions and limitations imposed upon them during the use of lockout or tagout. The authorized employees (those so trained) are required to perform the lockout or tagout in accordance with this procedure. All employees, upon observing a machine or piece of equipment, which is locked or tagged out, shall not attempt to start, energize or use that machine or equipment. Violations of this procedure are safety violations subject to disciplinary action as outlined in school district policy.

### **Energy Control Procedures**

Following is a list of some of the equipment that may require lockout or tagout during servicing or maintenance:

- \* Motorized vehicles
- \* Motorized heavy equipment, including: lawn tractors, forklifts, and backhoes
- \* Boilers and hot water tanks
- \* HVAC equipment, including hood exhaust systems
- \* Hard-wired electrical lights

- \* Air compressors and tanks
- \* Electrically controlled overhead rolling doors
- \* Pumps
- \* Hard-wired industrial arts and shop equipment
- \* Lift equipment, including: hydraulic presses and jacks
- \* Kitchen equipment: hard-wired steam tables, deep fat fryers, grills, dishwashers, freezers and coolers

If an energy-isolating device is capable of being locked out, the lockout procedure below shall be utilized. If an energy-isolating device is not capable of being locked out, tagout may be used. Using tagout requires additional staff training addressing tagout procedures and more frequent program inspections.

## **Lockout Procedures**

Lockout involves the placement of a lockout device (a designated padlock) on an energy-isolating device (such as a switch, lever, or valve handle in an "off" position) so that the equipment being controlled cannot be operated until the lockout device is removed.

### **1. Sequence of lockout**

- a. The authorized employee must identify the type and magnitude of the energy that the machine or equipment utilizes, understand the hazards of the energy to be controlled, know the methods or means to control the energy, and know all point of control devices.
- b. Notify all affected personnel (those in the immediate area and/or users of the equipment) that servicing or maintenance is required on a machine or equipment and that the machine or equipment must be shut down and locked out to perform the servicing or maintenance.
- c. Shut down the machine or equipment (if operating) using normal stopping procedure (depress stop button, open switch, close valve, etc.)
- d. Deactivate and lockout the energy isolating device(s) with assigned individual specially designated lock(s). If more than one individual is required to repair or maintain a machine or equipment each person will place his/her own personal lockout device on the point of control device. When a point of control device cannot accept a multiple lock, a multiple lockout device (ASP) may be used.
- e. Dissipate or restrain stored or residual energy (such as that in capacitors, springs, elevated machine members, rotating flywheels, hydraulic systems, and air, gas, steam, or water pressure, etc.) by methods such as grounding, repositioning, blocking, bleeding down, etc.
- f. Verify that the equipment is disconnected from the energy source(s) by first checking that no personnel are exposed, and then verify the isolation of the equipment by operating the push button or other normal operating control(s), or by testing to make certain the equipment will not operate.  
**CAUTION:** Return operating control(s) to neutral or "off" position after verifying the isolation of the equipment.
- g. The machine or equipment is now locked out.

### **2. Restoring equipment to service**

When the servicing or maintenance is completed and the machine or equipment is ready to return to normal operating condition, the following steps shall be taken:

- a. Restore all safety guards.
- b. Check the machine or equipment and the immediate area around the machine or equipment to ensure that nonessential items have been removed, and that the machine or equipment components are operationally intact.
- c. Tell co-workers that you are removing the lockout or tagout device. Check the work area to ensure that all personnel have been safely positioned or removed from the area.
- d. Verify that the controls are in a neutral or off position.

- e. Remove the lockout devices and reenergize the machine or equipment. Make sure only the authorized employee who applied the lockout device removes it. The employer may have the lockout or tagout device removed by someone other than the authorized employee who applied it under certain circumstances. These exemptions are found in WAC 296-803-50035.
- f. Notify the affected employees that the servicing or maintenance is completed and the machine or equipment is ready for use.

### 3. To Temporarily Energize Equipment

If it is necessary to temporarily energize a machine, equipment, or component for testing or positioning you can remove the device, the following steps must be taken:

- a. Clear tools or other materials near the equipment.
- b. Make sure no workers are near the equipment.
- c. Remove the lockout or tagout devices.
- d. Energize the equipment
- e. After completion of work, shut down the equipment, reapply the lockout or tagout device using normal procedures.

### Tagout Procedures

Tagout is the placement of a tagout device (a prominent warning device, such as a tag and a means of attachment) to an energy-isolating device (such as a switch, lever, or valve handle in an "off" position) to indicate that the equipment being controlled may not be operated until the tagout device is removed. Tagout is to be used only when the energy isolating devices are not lockable.

The tagout device must be placed so it clearly shows that moving the energy-isolating device from the "safe" or "off" position is prohibited. The tagout device should be fastened in a position at the same point a lock would have been attached. If it cannot be attached to the energy-isolating device, it must be attached as close as possible to the energy-isolating device and immediately obvious to anyone attempting to operate the energy-isolating device.

The procedures for tagout are the same as for lockout (see IV. A. 1 & 2 above), except the designated tagout device (a substantial, specially designated warning tag) is used instead of a lock. The tag, placed on the point of control, will list the machine or equipment, date, and time it was tagged out, the signature(s) of all personnel assigned to the work, and the reason for the tagout. Tags are not to be removed without the approval of the authorized person responsible for it. In addition, employees using tagout need to bear in mind that **tags are warning devices only**, and do not provide the physical restraint that locks do.

### Contractors and Outside Service or Maintenance Workers

Each outside contractor whose work requires service or maintenance of school district machinery or equipment which, if started or energized unexpectedly could cause injury, will be required to follow the school district's lockout/tagout procedures. The contractor will be informed of these procedures by the agency employee contracting for the work (maintenance, custodian, or the building administrator).

Contractors who may be in the area of school district service or maintenance activities will be made aware of the lockout/tagout procedures by the authorized employee doing the work.

### Group Lockout/Tagout

Employees working in a group must be given the same level of protection as that provided by an individual lockout or tagout device. Each authorized employee must place his or her personal lockout or tagout device on the group lockout device before beginning work. Each employee is not to remove the device until they have finished work on the machine or equipment. A primary authorized employee who has overall responsibility for the service or maintenance should attach their personal lockout or tagout device to the energy-isolating device when the equipment is deenergized and before any work begins and should be the last person to remove their lockout or tagout device when the job is completed.

### **Periodic Inspection**

1. The Safety Officer and the Facilities /Maintenance Manager will monitor the effectiveness of these procedures to make sure employees know how to and can apply the energy control procedures and to correct any deviations or inadequacies identified. This will be accomplished by:
  - a. Unscheduled observation of employee activities to confirm conformance with the procedures.
  - b. Observation, or discussion with new employees to confirm proper training has been given.
  - c. Periodic discussions with personnel regarding the use of these procedures.

If the review covers a procedure for lockout devices, the reviewing employee will review the responsibilities with each authorized employee (individually or in a group) who uses the procedure.

If the review includes tagout devices, the reviewing employee will review with each affected and authorized the employee's responsibilities and the limitations of tagout devices.

2. These reviews will be documented. Documentation will include the identification of the machine or equipment on which these procedures were being utilized, the date of review, the employees included in the review, and the person performing the review.
3. If the review finds that employees are not following energy-control procedures or that the procedure is not effectively protecting them, then these employees must be retrained or the procedure changed so that it is effective.
4. Effectiveness of the procedures will be conducted at least annually.

# PERSONAL PROTECTIVE EQUIPMENT PLAN

## PURPOSE

The purpose of the Personal Protective Equipment Policies is to protect the employees of Finley School District from exposure to work place hazards and the risk of injury through the use of personal protective equipment (PPE). PPE is not a substitute for more effective control methods and its use will be considered only when other means of protection against hazards are not adequate or feasible. It will be used in conjunction with other controls unless no other means of hazard control exists.

Personal protective equipment will be provided, used, and maintained when it has been determined that its use is required to ensure the safety and health of our employees and that such use will lessen the likelihood of occupational injury and/or illness.

This section addresses general PPE requirements, including eye and face, head, foot and leg, hand and arm and body (torso) protection. Separate programs exist for respiratory protection and hearing protection as the need for participation in these programs is established. PPE required for protection from falls from heights is found in the school district's Fall Protection Program.

The district Personal Protective Equipment Policies includes:

- Responsibilities of supervisors and employees
- Hazard assessment and PPE selection
- Employee training
- Cleaning and Maintenance of PPE

## Responsibilities

### Safety Officer

The Safety Officer is responsible for the development, implementation, and administration of PPE policies. This involves:

1. Conducting workplace hazard assessments to determine the presence of hazards, which necessitate the use of PPE.
2. Selecting and purchasing PPE.
3. Reviewing, updating and conducting PPE hazard assessments whenever:
  - a. A job changes
  - b. New equipment is used
  - c. There has been an accident
  - d. A supervisor or employee requests it
  - e. Or at least every year.
4. Maintaining records on hazard assessments.
5. Providing training, guidance and assistance to supervisors and employees on the proper use, care, and cleaning of approved PPE.
6. Periodically re-evaluating the suitability of previously selected PPE.
7. Reviewing, updating and evaluating the overall effectiveness of PPE use, training and policies.

## **Supervisors**

Supervisors have the primary responsibility for implementing and enforcing PPE use and policies in their work area. This involves:

1. Providing appropriate PPE and making it available to employees.
2. Ensuring that employees are training on the proper use, care and cleaning of PPE.
3. Ensuring that PPE training certification and evaluation forms are signed and given to the Safety Officer or employee's supervisor and or Human Resources for inclusion in the employee's personnel file.
4. Ensuring that employees properly use and maintain their PPE and follow school district PPE policies and rules.
5. Notifying school district administration and the Safety Officer when new hazards are introduced or when processes are added or changed.
6. Ensuring that defective or damaged PPE is immediately disposed of and replaced.

## **Employees**

Employees are expected to report to work reasonably dressed to protect themselves during routine assignments and from exposure to usual and/or predictable physical and environmental conditions found in the workplace.

Employees are personally responsible to use good judgment and wear PPE as directed or whenever they are involved in a work activity where they can reasonably be expected to be exposed to a hazard, or where a hazard may cause injury or illness.

The PPE user is responsible for following the requirements of the PPE policies. This involves:

1. Properly wearing PPE as required.
2. Attending required training sessions.
3. Properly caring for, cleaning, maintaining and inspecting PPE as required.
4. Following school district policies and rules.
5. Informing the supervisor of the need to repair or replace PPE.

Employees who repeatedly disregard and do not follow PPE policies and rules will be subject to disciplinary action as described in the District's Accident Prevention Program.

## **PROCEDURES**

### **Hazard Assessment for PPE (WAC 296-800-16005 - 16010)**

The district Safety Officer, in conjunction with Supervisors, will conduct a walk-through survey of each work area to identify sources of work hazards. Each survey will be documented using the Hazard Assessment Certification Form, which identifies the work area surveyed, the person conducting the survey, findings of potential hazards, and date of the survey. The Safety Officer will conduct, review, and update the hazard assessment for PPE whenever a job changes, new equipment or process is installed, there has been an accident, whenever a supervisor or employees requests or at least every year. Any new PPE requirements that are developed will be added into the school district's written accident prevention program.

### **SELECTION OF PPE (WAC 296-800-16015 - 16020)**

Once the hazards of a workplace have been identified, the Safety Officer will determine if the hazards can first be eliminated or reduced by methods other than PPE, such as changes in work practices, reducing the use of hazardous materials or processes, or applying engineering controls to reduce or eliminate hazards. If such methods are not adequate or feasible, then the Safety Officer will determine the suitability of the PPE presently available; and as necessary, will select new or additional equipment, which ensures a level of

protection greater than the minimum required to protect our employees from the hazards. Care will be taken to recognize the possibility of multiple and simultaneous exposure to a variety of hazards. Adequate protection against the highest level of each of the hazards will be recommended for purchase.

All personal protective clothing and equipment will be of safe design and construction for the work to be performed and will be maintained in a sanitary and reliable condition. Only those items of protective clothing and equipment that meet NIOSH (National Institute of Occupational Safety and Health) or ANSI (American National Standards Institute) standards will be procured or accepted for use. Newly purchased PPE must conform to the updated ANSI standards, which have been incorporated into the PPE regulations, as follows:

1. Eye and Face Protection ANSI Z87.1-1989
2. Head Protection ANSI Z89.1-1986
3. Foot Protection ANSI Z41.1-1991
4. Hand Protection (There are no ANSI standards for gloves, however, selection must be based on the performance characteristics of the glove in relation to the tasks to be performed.)

Affected employees whose jobs require the use of PPE will be informed of the PPE selection and will be provided PPE by the Safety Officer at no charge if the PPE:

- Will be used to protect against hazardous materials.
- Is the type that would not reasonably or normally be worn away from the workplace, such as single use or disposable PPE.

**Note:** Examples of PPE that the school district **must** provide are:

- Boots or gloves that could become contaminated with hazardous materials in the workplace.
- Safety glasses, goggles, and nonprescription protective eye wear.
- Goggles that fit over prescription eye wear.
- Hard hats.
- Full body harnesses and lanyards.
- Single use or disposable PPE such as plastic type gloves used in the food service or health services.

Examples of PPE that the employer may **not** have to provide are:

- Coats to protect against inclement weather.
- Leather boots, with or without steel toes that will not become contaminated on the job.
- Prescription protective eye wear (except as part of a full face piece or hooded respirator).

Careful consideration will be given to the comfort and proper fit of PPE in order to ensure that the right size is selected and that it will be used

#### TRAINING (WAC 296-800-16025 – 16035)

Any worker required to wear PPE will receive training in the proper use and care of PPE before being allowed to perform work requiring the use of PPE. Periodic retraining will be offered to PPE users as needed. The training will include, but not necessarily be limited to, the following subjects:

1. When PPE is necessary to be worn
2. What PPE is necessary
3. How to properly don, doff, adjust, and wear PPE
4. The limitations of the PPE

5. The proper care, maintenance, useful life, and disposal of the PPE

After the training, the employees will demonstrate that they understand when and how to use PPE properly, or they will be retrained.

Training of each employee will be documented and kept on file. The document certifies that the employee has received and understood the required training on the specific PPE he/she will be using and includes the name of the person trained, the date(s) of training and the subject of the training.

**RETRAINING**

The need for retraining will be indicated when an employee’s work habits or knowledge indicates a lack of the necessary understanding, motivation, and skills required to use the PPE (i.e., uses PPE improperly), new equipment is installed, changes in the work place make previous training out-of-date or changes in the types of PPE to be used make previous training out-of-date

**CLEANING AND MAINTENANCE OF PPE (WAC 296-800-16045)**

It is important that all PPE be kept clean and properly maintained. Cleaning is particularly important for eye and face protection where dirty or fogged lenses could impair vision. Employees must inspect, clean, and maintain their PPE according to the manufacturers’ instructions before and after each use. Supervisors are responsible for ensuring that users properly maintain their PPE in good condition.

Personal protective equipment must not be shared between employees until it has been properly cleaned and sanitized. PPE will be distributed for individual use whenever possible.

If employees provide their own PPE, make sure that it is adequate for the work place hazards, and that it is maintained in a clean and reliable condition.

Defective or damaged PPE will not be used and will be immediately discarded and replaced.

**NOTE:** Defective equipment can be worse than no PPE at all. Employees would avoid a hazardous situation if they knew they were not protected; but they would get closer to the hazard if they erroneously believed they were protected, and therefore would be at greater risk.

It is also important to ensure that contaminated PPE, which cannot be decontaminated, is disposed of in a manner that protects employees from exposure to hazards.

# RESPIRATORY PROTECTION PROGRAM

## 1. Purpose

The purpose of the program is to give detailed instruction for elements that are required for voluntary use of respirators, as required in the Respirators Rule - WAC 296-842-11005.

## 2. Definitions

**Voluntary use:** Respirator use that’s requested by the employee and permitted by the employer when no respiratory hazard is exists.

**Respirator:** A type of personal protective equipment designed to protect the wearer from harmful airborne hazards, oxygen deficiency, or both.

**Respiratory hazard:** Harmful airborne hazards and oxygen deficiency that are addressed in chapter 296-841 WAC.

**Filtering facepiece respirator:** A tight-fitting, half-facepiece, negative-pressure, particulate air-purifying respirator with the facepiece mainly composed of filter material. These respirators don’t use cartridges or canisters and may have sealing surfaces composed of rubber, silicone or other plastic-like materials. They are sometimes referred to as “dust masks.”

**Air-purifying respirator (APR):** A respirator equipped with an air-purifying element such as a filter, canister, or cartridge, or having a filtering facepiece.

**Permissible Exposure Limit (PEL):** PELs are employee exposures to toxic substances or harmful agents that must not be exceeded. PELs are specified in applicable WISHA rules (296-841-200).

## 3. Scope and Application

This program applies to all employees who voluntarily choose to use a respirator. It applies to both respirators supplied by employers or brought in by employees.

It will be determined that the use of respirator does not itself create a hazard, that the proper type of respirator has been selected for use, that the employee is medically able to use the respirator, and that the respirator is cleaned, stored and maintained so that it does not present a health hazard.

**Voluntary use of filtering facepiece respirators (dust masks) is exempt from the written respiratory requirements, medical evaluations, fit testing, and cleaning, storage, and maintenance requirements.**

Type of Respirator	Program Administrator Required	Written Program Required	Provide Table 2 to users	Provide Medical Evaluations	Fit Testing Required	Maintenance of Respirators Required
Filtering facepieces	No	No	Yes	No	No	No
Non-filtering facepieces	Yes	Yes	Yes	Yes	No	Yes

This program does not apply to the required use of respirators or to emergency or spill use of respirators. Respirator use would be required if a respiratory hazard, such as exposure to a substance over the Permissible Exposure Limit (PEL) or hazardous exposure to an airborne biological hazard, is present.

#### **4. Responsibilities**

The Safety Officer is responsible for overseeing and implementing this voluntary use respiratory protection program.

#### **5. Safe Use**

The Safety Officer will determine if there are any factors of voluntary respirator use that will create a hazard for the user. These hazards will be eliminated before use of the respirator is permitted.

#### **6. Selection**

The Safety Officer will ensure that the respirator selection is appropriate for its intended use and contaminant. Only respirators approved by the National Institute of Occupational Safety and Health (NIOSH) are to be selected for use by district employees. This district does not use supplied-air respirators.

#### **7. Mandatory Information**

Each employee that voluntarily uses a respirator, including filter facepieces – dust masks, will be given a copy of the advisory information contained in Table 2. If other non-English speaking employees need to be included, an interpreter will read the document to the workers.

#### **8. Medical Evaluation**

Employees who voluntarily use respirators must be physically able to perform the work while using the respirator. Accordingly, the district has the responsibility of ensuring that employees are medically fit and able to tolerate the physical and psychological stress imposed by respirator use, as well as the physical stress originating from job and workplace conditions. Employees will not be allowed to wear respirators (except filtering facepieces – dust masks) until a licensed health care professional (LHCP) has determined that they are medically able to do so.

#### **9. Maintenance and Care**

The district Safety Officer will oversee the maintenance and care program.

Respirators used should be clean, sanitary, and in good working order. Clean and sanitary respirators are essential in the prevention of dermatitis, skin irritation and communicable respiratory diseases. To ensure that the respirator does not create a health hazard (i.e., skin irritation) for users, a maintenance program must be in place prior to respirator use and must address cleaning and disinfecting procedures and proper storage. In addition, the manufacturer's instructions for inspection, cleaning, and maintenance of respirators should be consulted.

Filtering facepiece respirators are to be discarded after use and thus are not subject to the cleaning and maintenance requirements.

## **10. Storage**

Respirators will be stored so that they are protected against damage, contamination, dust, sunlight, temperature extremes, excessive moisture, and damaging chemicals. When respirators are packed or stored, the facepiece and exhalation valve will be stored in a manner that prevents deformation. Each respirator will be positioned so that it retains its natural configuration.

## **11. Training**

Training will be given to voluntary respirator users only when necessary to prevent the respirator from creating a hazard.

## **12. Recordkeeping**

The Safety Officer will retain a copy of the LHCP's written recommendation for each employee subject to medical evaluation (not required for filtering facepieces - dust masks). Each employee's completed medical questionnaire, results of relevant medical tests, examinations, and diagnosis, etc., will be maintained for a period of 30 years.

NOTE:

Respirators protect against airborne hazards when properly selected and used. WISHA recommends voluntary use of respirators when exposure to substances is below WISHA permissible exposure limits (PELs) because respirators can provide you an additional level of comfort and protection.

If you choose to voluntarily use a respirator (whether it's provided by you or your employer) be aware that respirators can create hazards for you, the user. You can avoid these hazards if you know how to use your respirator properly and how to keep it clean. Take these steps:

- Read and follow all instructions provided by the manufacturer about use, maintenance (cleaning and care), and warnings regarding the respirator's limitations.
- Choose respirators that have been certified for use to protect against the substance of concern. The National Institute for Occupational Safety and Health (NIOSH) certifies respirators. If a respirator isn't certified by NIOSH, you have no guarantee that it meets minimum design and performance standards for workplace use. A NIOSH approval label will appear on or in the respirator packaging. It will tell you what protection the respirator provides.

Keep track of your respirator so you don't mistakenly use someone else's.

## EMERGENCIES (See Policy 3432)

### Drills:

1. **Fire Drills** – Students shall receive instruction so that in case of fire or sudden emergency, they shall be able to leave their particular building in the shortest time possible, or take such other steps as the particular emergency demands, and without confusion or panic. **Fire drills shall be held six times a year.**
2. **Lockdowns** – Students shall receive instruction so that in the event of a breach of security of a school building, staff, students and visitors will be able to take positions in secure enclosures. **A lockdown drill shall be held at least once each school year.**
3. **Evacuations** – Students shall receive instruction so that in the event the school or district needs to be evacuated, they will be able to leave the building in the shortest time possible and take the safest route possible to another school or facility.
4. **Shelter-In-Place** – Students shall receive instruction so that in the case of a hazardous vapor release that doesn't allow time to evacuate the campus, they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard. **A shelter-in-place drill shall be held at least once each school year. Annually, at least one drill shall be conducted using the school mapping system.**

