Riverview School District

STUDENT SAFETY

.......... A COMPREHENSIVE PLAN

January 6, 2015
# Table of Contents

<table>
<thead>
<tr>
<th>Description</th>
<th>Page Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>District Provided Activities that Enhance Student Safety</td>
<td></td>
</tr>
<tr>
<td>All Departments</td>
<td>4-10</td>
</tr>
<tr>
<td>Maintenance and Operations Specific</td>
<td>11-13</td>
</tr>
<tr>
<td>Transportation Department Specific</td>
<td>14-16</td>
</tr>
<tr>
<td>Food Service Department Specific</td>
<td>17</td>
</tr>
<tr>
<td>Chemistry Department Specific</td>
<td>18-28</td>
</tr>
<tr>
<td>Art Department Specific</td>
<td>29-30</td>
</tr>
<tr>
<td>Physical Education and Athletic Department Specific</td>
<td>31-33</td>
</tr>
<tr>
<td>Vocational Agriculture Department Specific</td>
<td>34</td>
</tr>
<tr>
<td>Industrial Arts/Shop/Technology Department Specific</td>
<td>35</td>
</tr>
<tr>
<td>Regulatory and Supporting Agencies</td>
<td>36</td>
</tr>
<tr>
<td>References</td>
<td></td>
</tr>
<tr>
<td>Board Policy</td>
<td>37-57</td>
</tr>
<tr>
<td>Washington Administrative Code (WAC) Rules</td>
<td>58-59</td>
</tr>
<tr>
<td>Emergency Operations Plan</td>
<td>60-77</td>
</tr>
<tr>
<td>Emergency Operations Field Guide</td>
<td>78-143</td>
</tr>
<tr>
<td>Chemical Hygiene Plan</td>
<td>144-190</td>
</tr>
</tbody>
</table>
Introduction

The Board of Directors of the Riverview School District have made a commitment to maintain an environment that improves student safety. They have not only incorporated into the district’s Strategic Plan but also have adopted no less than fifty separate Board Policies that reinforce that commitment. In addition, the district annually expends tens of thousands of dollars in staff and student training and other precautionary measures that are outlined in this document. The district also acknowledges that despite the best training and the best attempts at mitigating risk, injuries to students do happen. In the event that an act or an environment is construed to be of a negligent nature, the district purchases liability insurance to transfer the financial risk to a third party.

If you have any questions regarding this document, please feel free to contact me

William J. Adamo
Director of Business & Operations
## District Provided Activities that Enhance Student Safety

### All Departments

<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accident/ incident reporting</td>
<td>All</td>
<td>As needed</td>
<td>Building Principals</td>
<td></td>
</tr>
<tr>
<td>Accident Investigations</td>
<td>All</td>
<td>As needed</td>
<td>Building Principals</td>
<td></td>
</tr>
<tr>
<td>Blood borne pathogens training</td>
<td>All</td>
<td>Initial hire and annually for health room employees; periodically all others</td>
<td>Nurse</td>
<td>All Staff</td>
</tr>
<tr>
<td>Purchase and maintenance of defibrillators</td>
<td>Elementary, middle, and high school buildings</td>
<td>Annual</td>
<td>Building Principals</td>
<td></td>
</tr>
<tr>
<td>Train staff to properly use defibrillators</td>
<td>All</td>
<td>As needed</td>
<td>Course approved by the Department of Health</td>
<td>Selected Staff</td>
</tr>
<tr>
<td>Inform and administer the immunization policy requirements of both staff and students.</td>
<td>All</td>
<td>Initial hire and registration</td>
<td>Nurse and building administration</td>
<td></td>
</tr>
<tr>
<td>Providing Health Information Alerts</td>
<td>All</td>
<td>As needed</td>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>Lock down procedure training</td>
<td>District wide-wide</td>
<td>Annually and as needed</td>
<td>Building Principals</td>
<td>All staff and students</td>
</tr>
<tr>
<td>Monitoring Surveillance Camera recordings</td>
<td>District wide</td>
<td>As Needed</td>
<td>Selected staff</td>
<td></td>
</tr>
<tr>
<td>Storage: Hazardous substances and or products are stored properly and labeled</td>
<td>All</td>
<td>Continual</td>
<td>All staff</td>
<td></td>
</tr>
<tr>
<td>Authorize field trips and ensure compliance with district procedures that include permission to participate.</td>
<td>Elementary, middle, Eagle Rock Multi-Age, and high school programs.</td>
<td>As Needed</td>
<td>Teachers and Building Principals</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Classroom/Student Safety: Classroom discussions, informal lessons, etc. about bathroom use, hallways, walking, weather related issues, using school supplies, etc.</td>
<td>Carnation Elementary Cherry Valley Elementary Stillwater Elementary and Eagle Rock Multi-Age Program</td>
<td>Ongoing/As needed</td>
<td>Teachers/Staff</td>
<td>Students/Parents/Volunteers</td>
</tr>
<tr>
<td>Personal Safety/&quot;Stranger Danger&quot;: Informal/Formal discussions, lessons, or stories about identifying strangers, personal touch issues, privacy issues, etc.</td>
<td>Carnation Elementary Cherry Valley Elementary Stillwater Elementary and Eagle Rock Multi-Age Program</td>
<td>Ongoing/As needed</td>
<td>Teachers/Counselor/Staff</td>
<td>Students</td>
</tr>
<tr>
<td>Traffic Safety/Crossing Guard: Training or student and staff crossing guard and parent pick up areas.</td>
<td>Carnation Elementary Cherry Valley Elementary Stillwater Elementary and Eagle Rock Multi-Age Program</td>
<td>Formal Training – Two times per year Informally as needed (new students or staff)</td>
<td>Crossing Guard Supervisor/EA</td>
<td>Students/Staff</td>
</tr>
<tr>
<td>Playground/Health Room: Review of rules and guidelines for safely playing and using playground equipment.</td>
<td>Carnation Elementary Cherry Valley Elementary Stillwater Elementary and Eagle Rock Multi-Age Program</td>
<td>Annually reviewed at the beginning of the year and as needed.</td>
<td>Teachers/Staff</td>
<td>Students</td>
</tr>
<tr>
<td>Bullying/Harassment: Each classroom teacher uses the &quot;2nd Step&quot; or &quot;Steps to Respect&quot; curriculum to teach.</td>
<td>Carnation Elementary Cherry Valley Elementary Stillwater Elementary and Eagle Rock Multi-Age Program</td>
<td>Ongoing throughout the year</td>
<td>Teachers/Counselor/Staff</td>
<td>Students/Parents</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Science Kit Curriculum:</strong> Safety features/reviews with each kit/unit. For example: using safety glasses, gloves, not smelling fumes, etc.</td>
<td>Carnation Elementary Cherry Valley Elementary Stillwater Elementary and Eagle Rock Multi-Age Program</td>
<td>Ongoing/As needed</td>
<td>Teachers/Staff</td>
<td>Students/Volunteers</td>
</tr>
<tr>
<td><strong>Student/Parent Handbooks:</strong> Sent home annually or available online, reviewing: school rules, safety procedures, discipline, drop off/pick up safety, guardianship or parent safety, playground, hallway, and health room guidelines, etc.</td>
<td>Carnation Elementary Cherry Valley Elementary Stillwater Elementary and Eagle Rock Multi-Age Program</td>
<td>Available Annually As needed</td>
<td>Teachers/Principal/Staff</td>
<td>Students/Parents</td>
</tr>
<tr>
<td><strong>Health/Personal:</strong> Teach how to handle blood/bodily fluids safely; what to do if someone is hurt, and other emergency procedures.</td>
<td>Carnation Elementary Cherry Valley Elementary Stillwater Elementary and Eagle Rock Multi-Age Program</td>
<td>Ongoing</td>
<td>Teachers/Staff</td>
<td>Students</td>
</tr>
<tr>
<td><strong>Health/Personal:</strong> Sex and HIV/AIDS curriculum training.</td>
<td>Carnation Elementary Cherry Valley Elementary Stillwater Elementary and Eagle Rock Multi-Age Program</td>
<td>Annually</td>
<td>Teachers/Staff</td>
<td>5th grade Students</td>
</tr>
<tr>
<td><strong>Health/Personal:</strong> Information regarding Meningococcal and Human Papillomavirus immunizations will be provided for parents</td>
<td>All facilities with students</td>
<td>Annually</td>
<td>Nurse</td>
<td>N/A</td>
</tr>
<tr>
<td>Train staff in building specific emergency procedures</td>
<td>All</td>
<td>New hire’s and annual</td>
<td>Building Principals and Department supervisors</td>
<td>All staff</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>---------------------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Provide first aid supply location instructions and names of first aide responders to ensure that each district employee is afforded quick and effective <em>first aid treatment</em> in the event of an on-the-job injury.</td>
<td>All sites</td>
<td>Initial hire and annual</td>
<td>Building Principals and Department supervisors</td>
<td>All personnel who administer medications</td>
</tr>
<tr>
<td>Dispensing of medication(s) training</td>
<td>All facilities with students</td>
<td>Initial hire and annual</td>
<td>Nurse</td>
<td>All personnel who administer medications</td>
</tr>
<tr>
<td>Health Trainings - health room policies and procedures and the review of those policies and procedures</td>
<td>All facilities with students</td>
<td>Initial hire, annually, and as needed</td>
<td>Nurse</td>
<td>All personnel who work in health rooms</td>
</tr>
<tr>
<td>Health Trainings - first aid review</td>
<td>All facilities with students</td>
<td>Annually and as requested</td>
<td>Nurse</td>
<td>playground and building personnel</td>
</tr>
<tr>
<td>Health Trainings - disease management trainings of conditions such as diabetes, asthma, seizure disorder, life threatening allergies etc.</td>
<td>All facilities with students</td>
<td>Annually and as needed</td>
<td>Nurse</td>
<td>all personnel in contact with a student with the condition</td>
</tr>
<tr>
<td>Health Trainings - demonstrations of medical procedures such as tube feedings, medication administration, oxygen use</td>
<td>All facilities with students</td>
<td>Initial hire and as needed</td>
<td>Nurse</td>
<td>Selected personnel</td>
</tr>
<tr>
<td>Immunization Review and State Reporting</td>
<td>All facilities with students</td>
<td>Annual and as needed</td>
<td>Nurse</td>
<td>Building secretaries</td>
</tr>
<tr>
<td>Classroom Presentations regarding medical concerns of individual students and information regarding health issues in the classroom</td>
<td>All facilities with students</td>
<td>As needed</td>
<td>Nurse</td>
<td>Selected personnel</td>
</tr>
<tr>
<td>Distribution of Health Care Plans for students with medical conditions</td>
<td>All facilities with students</td>
<td>Annually and as needed</td>
<td>Nurse</td>
<td>All personnel, on a need to know basis</td>
</tr>
<tr>
<td>Awareness of anaphylaxis (life threatening allergic reactions) and responding to anaphylaxis emergencies including Epi Pen or auto injection usage training. Establish a plan of care and support during the school day and during school-sponsored activities for affected students.</td>
<td>All facilities with students and the transportation department.</td>
<td>Annually and as needed</td>
<td>Nurse</td>
<td>All Staff</td>
</tr>
<tr>
<td>Head lice precaution training</td>
<td>All sites</td>
<td>As Needed</td>
<td>Nurse</td>
<td>All personnel</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>In writing, inform and educate as to the nature and risk of head injuries or concussions. Insure that this written acknowledgement form is returned and on file with the District. Prohibit student practice or completion until complete.</td>
<td>Tolt Middle School and Cedarcrest High</td>
<td>Annually</td>
<td>Coaches</td>
<td>All parents and guardians of student participants in competitive sport activities</td>
</tr>
<tr>
<td>Provide training of the district procedure that informs parents or guardians of the nature and risk of head injuries or concussions; insure that this written acknowledgement form is returned and on file with the District and prohibits student practice or completion until complete</td>
<td>Tolt Middle School and Cedarcrest High</td>
<td>Initial hire review as needed</td>
<td>Athletic Director</td>
<td>All coaches, including volunteers</td>
</tr>
<tr>
<td>Sexual harassment training; policy implementation and awareness. This training also includes distribution of the “Harassment/Bullying Report Form”</td>
<td>All</td>
<td>Initial hire and annual</td>
<td>Building Principals and Department supervisors</td>
<td>All Staff</td>
</tr>
<tr>
<td>Sexual harassment and Bullying policy implementation and awareness.</td>
<td>All</td>
<td>Beginning of school year and throughout the year as curriculum is implemented</td>
<td>Building Principals and Certificated staff</td>
<td>Students</td>
</tr>
<tr>
<td>Drug-free schools and workplace policy implementation and awareness</td>
<td>All</td>
<td>Initial hire and annual</td>
<td>Building Principals and Department supervisors</td>
<td>All Staff</td>
</tr>
<tr>
<td>Drug-free schools policy implementation and awareness. The policy is included in the curriculum and student handbooks.</td>
<td>All</td>
<td>Beginning of school year and throughout the year as curriculum is implemented</td>
<td>Building Principals and Certificated staff</td>
<td>Students</td>
</tr>
<tr>
<td>Internet safety policy implementation and awareness</td>
<td>All</td>
<td>Annual</td>
<td>Building Principals and Department supervisors</td>
<td>All Staff Students</td>
</tr>
<tr>
<td>Internet content filtering</td>
<td>All</td>
<td>On-going</td>
<td>Technology Department and vendor contract</td>
<td></td>
</tr>
<tr>
<td>Maintenance of Emergency Phone Tree</td>
<td>All</td>
<td>Yearly</td>
<td>Executive Assistant - Superintendent</td>
<td></td>
</tr>
<tr>
<td>Testing Emergency Communication System</td>
<td>District wide</td>
<td>Weekly during school year</td>
<td>Transportation Supervisor or designee and building designee</td>
<td></td>
</tr>
<tr>
<td>Reporting of weather related or unscheduled closures with Public Schools Emergency Communications System (Schoolreport.org)</td>
<td>District wide</td>
<td>As Needed</td>
<td>Transportation Supervisor</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Reporting of weather related or unscheduled closures on the district web site</td>
<td>District wide</td>
<td>As Needed</td>
<td>Technology Director via the Superintendent’s emergency phone tree</td>
<td></td>
</tr>
<tr>
<td>Reporting of weather related or unscheduled closures on the district voice mail system</td>
<td>District wide</td>
<td>As Needed</td>
<td>Fiscal Coordinator via the Superintendent’s emergency phone tree</td>
<td></td>
</tr>
<tr>
<td>First Aid Certification</td>
<td>All</td>
<td>Every two years</td>
<td>Contracted out</td>
<td>All Staff voluntary</td>
</tr>
<tr>
<td>Fire Drills</td>
<td>All school locations</td>
<td>Six per year</td>
<td>Building Administrators</td>
<td>All Staff Students</td>
</tr>
<tr>
<td>Execute Internet Use Agreements stipulating rules for safe Internet use with all students</td>
<td>All Sites</td>
<td>Yearly</td>
<td>Collected by homeroom teachers</td>
<td>Students</td>
</tr>
<tr>
<td>Earthquake Drills (including evacuation)</td>
<td>Stillwater Elementary, Cherry Valley Elementary, Eagle Rock Multi-Age Program, Cedarcrest High</td>
<td>One per year</td>
<td>Building Administrators</td>
<td>All Staff Students</td>
</tr>
<tr>
<td>Dam Breach Evacuation Drill</td>
<td>Carnation Elementary, Tolt Middle School, Stepping Stones, and District Office.</td>
<td>Annually</td>
<td>Building Administrators</td>
<td>All Staff Students</td>
</tr>
<tr>
<td>Shelter-in-place drill</td>
<td>All school locations</td>
<td>Annually</td>
<td>Building Administrators</td>
<td>All Staff Students</td>
</tr>
<tr>
<td>Preparation and maintenance of Emergency Procedures Flip Chart</td>
<td>All</td>
<td>As needed</td>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td>Employee Criminal Background Checks with the FBI utilizing finger printing</td>
<td>All</td>
<td>Initial hire</td>
<td>Personnel Office</td>
<td></td>
</tr>
<tr>
<td>Volunteer Criminal Background Checks with Washington State Patrol</td>
<td>All</td>
<td>Initial</td>
<td>Building Administrators</td>
<td></td>
</tr>
<tr>
<td>Anaphylaxis and Epi Pen (allergies) usage training</td>
<td>District wide</td>
<td>Periodically/as Needed</td>
<td>District Nurse</td>
<td>All Staff</td>
</tr>
<tr>
<td>Timely notification of students and parents of threats of violence or harm</td>
<td>District wide</td>
<td>As needed</td>
<td>Building Administrators</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Manage the district’s Emergency Response Interface (Mapping system) which is to be used by first responder agencies during an event to quickly find information about a site. The interface provides immediate access to hundreds of data elements including district/building contacts, communication systems (radio frequencies), land/cell phone numbers, tactical pre-plans, satellite and geospatial imagery, interior and exterior photos, floor plans, staging areas, hazardous materials, utility shut-offs, and district emergency plans and evacuation routes.</td>
<td>All school locations</td>
<td>At least annually</td>
<td>Building Administrators, Maintenance Supervisor, the Director of Business and Operation, and the firm that the state of Washington has under contract to maintain web site (currently Rapid Responder).</td>
<td></td>
</tr>
</tbody>
</table>
## District Provided Activities that Enhance Student Safety

### Maintenance and Operations Specific

<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pesticide applicator license</td>
<td>All</td>
<td>Initial hire and every 4 years</td>
<td>Department of Agriculture (state)</td>
<td>Grounds II &amp; III</td>
</tr>
<tr>
<td>Pesticide - Notification of the district’s pest control policies and methods</td>
<td>All</td>
<td>Annual</td>
<td>Maintenance Supervisor</td>
<td>staff and parents</td>
</tr>
<tr>
<td>Pesticide - Pre-notification of pesticide applications;</td>
<td>All</td>
<td>As needed</td>
<td>Grounds II &amp; III</td>
<td>staff and parents</td>
</tr>
<tr>
<td>Pesticide - posting at sites of pesticide applications;</td>
<td>All</td>
<td>As needed</td>
<td>Grounds II &amp; III</td>
<td>staff and parents</td>
</tr>
<tr>
<td>Pesticide - Record keeping including an annual summary report of pesticide usage.</td>
<td>All</td>
<td>As needed and annual</td>
<td>Maintenance Supervisor</td>
<td></td>
</tr>
<tr>
<td>Maintain inventory of Material Safety Data Sheets for hazardous chemicals and furnish to the building mapping administrator for updating the mapping web page.</td>
<td>All</td>
<td>As inventory changes. At least annually for updating the mapping web page.</td>
<td>Maintenance Supervisor</td>
<td>All Maintenance &amp; Operations Employees</td>
</tr>
<tr>
<td>Train staff to properly read and apply precautions of Material Safety Data Sheets for hazardous chemicals</td>
<td>All</td>
<td>Initial hire and as inventory changes</td>
<td>Maintenance Supervisor</td>
<td>All Maintenance &amp; Operations Employees</td>
</tr>
<tr>
<td>Asbestos Awareness training</td>
<td>Cherry Valley Elementary, Carnation Elementary, and Tolt Middle School</td>
<td>Initial hire and annual</td>
<td>Maintenance Supervisor</td>
<td>All staff</td>
</tr>
<tr>
<td>Specialized two hour Asbestos Awareness training for all maintenance &amp; operations</td>
<td>n/a</td>
<td>Annual</td>
<td>Maintenance Supervisor</td>
<td>All Maintenance &amp; Operations Employees</td>
</tr>
</tbody>
</table>

Page 11
<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asbestos: Surveillance Inspections by certified building inspector</td>
<td>Cherry Valley Elementary, Carnation Elementary, and Tolt Middle School</td>
<td>Every Six Months</td>
<td>Cole and Associates</td>
<td>Maintenance Supervisor</td>
</tr>
<tr>
<td>Asbestos Management Plan Updates by certified Asbestos Management Planner</td>
<td>Cherry Valley Elementary, Carnation Elementary, and Tolt Middle School</td>
<td>Every Three Years</td>
<td>Cole and Associates</td>
<td>Maintenance Supervisor</td>
</tr>
<tr>
<td>Train staff in proper Sanitization procedures</td>
<td>All</td>
<td>Initial hire</td>
<td>Head Custodians</td>
<td>All Custodians</td>
</tr>
<tr>
<td>Potable water back flow testing to prevent contamination</td>
<td>All</td>
<td>Annual</td>
<td>Contracted Out</td>
<td></td>
</tr>
<tr>
<td>Ice/Snow Removal Sidewalks &amp; Parking Lots</td>
<td>All</td>
<td>As needed</td>
<td>All Maintenance &amp; Operations Employees</td>
<td></td>
</tr>
<tr>
<td>Wet Floor Signage</td>
<td>All</td>
<td>As needed</td>
<td>All Custodians</td>
<td></td>
</tr>
<tr>
<td>Fire Extinguisher Inspections</td>
<td>All</td>
<td>Monthly Initial</td>
<td>Day Custodians</td>
<td></td>
</tr>
<tr>
<td>Fire Extinguisher Recertification</td>
<td>All</td>
<td>Annual</td>
<td>Contracted out to AAA Fire &amp; Safety</td>
<td></td>
</tr>
<tr>
<td>Testing Building Sprinklers</td>
<td>All</td>
<td>Annual</td>
<td>Contracted out to AAA Fire &amp; Safety</td>
<td></td>
</tr>
<tr>
<td>Post Earthquake Building Inspections</td>
<td>All</td>
<td>As needed</td>
<td>Maintenance III &amp; Maintenance Supervisor</td>
<td></td>
</tr>
<tr>
<td>Potable Water Lead Testing</td>
<td>All</td>
<td>Every 3 Years</td>
<td>Testing Contracted out to AM Test Labs</td>
<td></td>
</tr>
<tr>
<td>A district certified playground inspector and installer (fields &amp; toys)</td>
<td>All</td>
<td>Re-certification every 3 Years</td>
<td>National Playground Safety Institute</td>
<td>Grounds – III(Doug Davidson)</td>
</tr>
<tr>
<td>Monthly Playground Inspections</td>
<td>All</td>
<td>Initial Day Custodians</td>
<td>Grounds - III</td>
<td>All Day Custodians</td>
</tr>
<tr>
<td>Weekly Playground fall protection material maintenance (chip raking)</td>
<td>All</td>
<td>Initial Day Custodians</td>
<td>Grounds - III</td>
<td>All Day Custodians</td>
</tr>
<tr>
<td>Maintenance of pedestrian crossings (Flashing Beacons); vehicle signage; and pavement stripping.</td>
<td>All</td>
<td>As needed</td>
<td>Maintenance and Grounds employees</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Manage the &quot;Hot Works Permit&quot; protocol. Agency and staff notification of maintenance work that could result in a fire or activation of alarm system.</td>
<td>All</td>
<td>As needed</td>
<td>Maintenance III or contractors</td>
<td></td>
</tr>
<tr>
<td>Elevator Inspections</td>
<td>Carnation Elementary Cedarcrest High</td>
<td>Annual</td>
<td>Contracted out to Thyssen Elevator</td>
<td></td>
</tr>
<tr>
<td>Pressurized vessel inspections (i.e. Hot Water Tanks)</td>
<td>All</td>
<td>Annual</td>
<td>Contracted out to Department of Labor and Industries</td>
<td></td>
</tr>
<tr>
<td>Fire Alarm Device Testing</td>
<td>All</td>
<td>Annual</td>
<td>Contracted out to Guardian Security</td>
<td></td>
</tr>
<tr>
<td>Co2 Monitoring/air quality</td>
<td>All</td>
<td>Periodically</td>
<td>King County Health Dept and Puget Sound Workers’ Compensation Trust</td>
<td></td>
</tr>
<tr>
<td>Mold Spore testing</td>
<td>All</td>
<td>Periodically</td>
<td>State Health Department Puget Sound Workers’ Compensation Trust</td>
<td></td>
</tr>
<tr>
<td>Train staff in proper operation of Security Systems</td>
<td>All</td>
<td>Initial hire</td>
<td>Head Custodians</td>
<td>Selected Staff Card Holders</td>
</tr>
<tr>
<td>HVAC Filters Change</td>
<td>All</td>
<td>Every 3 Months</td>
<td>Maintenance III</td>
<td>Maintenance I, II, III</td>
</tr>
<tr>
<td>Hazard Reporting</td>
<td>All</td>
<td>Initial hire</td>
<td>Maintenance Supervisor</td>
<td>All Maintenance &amp; Operations Employees</td>
</tr>
<tr>
<td>Maintenance of “basic” supplies that are inventoried in the district’s emergency sealand containers to insure rotation of dated materials and appropriate quantities.</td>
<td>All</td>
<td>At least annually</td>
<td>Maintenance department’s program assistant with the supervision of the Director of Business and Operations</td>
<td></td>
</tr>
<tr>
<td>Maintenance of the district’s emergency sealand containers which includes lubricating vital operating parts.</td>
<td>All</td>
<td>At least annually</td>
<td>Maintenance III</td>
<td></td>
</tr>
</tbody>
</table>
## District Provided Activities that Enhance Student Safety

### Transportation Department Specific

<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twenty-five second bus driver vehicle evacuation training</td>
<td>Buses</td>
<td>Annual In-service</td>
<td>Transportation Supervisor</td>
<td>All Transportation Staff</td>
</tr>
<tr>
<td>Pre/post trip vehicle inspection training. In addition to examining the vehicle’s road worthiness, the post-trip inspection insures that the bus is vacant (student).</td>
<td>Buses</td>
<td>Initial hire and annual refresher</td>
<td>Transportation Supervisor or a Driver Trainer</td>
<td>All Transportation Staff</td>
</tr>
<tr>
<td>Driver Trainer Certification</td>
<td>Transportation</td>
<td>Initial certification and annual recertification</td>
<td>Initial certification -OSPI; Annual re-certification – ESD Regional Transportation coordinator</td>
<td>Selected drivers (2)</td>
</tr>
<tr>
<td>Transportation support for dam Evacuation</td>
<td>Carnation Elementary, Tolt Middle School and District Office plus all other district facilities</td>
<td>Annual or as needed</td>
<td>All staff and students</td>
<td>All staff and students</td>
</tr>
<tr>
<td>Behind the wheel driving skill refresher including mirror usage; safe driving techniques</td>
<td>Transportation</td>
<td>Annual In-service</td>
<td>Driver Trainers</td>
<td>All Transportation Staff</td>
</tr>
<tr>
<td>Drug/Alcohol Testing</td>
<td>Transportation</td>
<td>Random</td>
<td>Transportation Supervisor and contracted out to Drug Free Business</td>
<td>All Transportation Staff</td>
</tr>
<tr>
<td>Drug/Alcohol Testing Procedure Certification which includes techniques for observing symptoms of abuse</td>
<td>Transportation</td>
<td>As needed</td>
<td>Contracted out to Drug Free Business</td>
<td>Administrative Staff</td>
</tr>
<tr>
<td>First Aid /CPR training and certification</td>
<td>Transportation</td>
<td>Every two years</td>
<td>American Red Cross</td>
<td>All Transportation Staff</td>
</tr>
<tr>
<td>Physical Examination</td>
<td>Transportation</td>
<td>Every two years</td>
<td>US Healthworks</td>
<td>All Transportation Staff</td>
</tr>
<tr>
<td>Field Trip authorization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Road closure &amp; road maintenance monitoring</td>
<td>District wide</td>
<td>As Needed</td>
<td>Transportation and Maintenance Supervisor and drivers</td>
<td></td>
</tr>
<tr>
<td>Driver’s License School Bus Endorsement Training</td>
<td>Transportation</td>
<td>As Needed</td>
<td>Driver Trainer/Department of Licensing</td>
<td>All Transportation Staff</td>
</tr>
<tr>
<td>Training in the use of bus fire extinguishers</td>
<td>Transportation office and buses</td>
<td>Annual In-service</td>
<td>Transportation Supervisor</td>
<td>All Transportation Staff</td>
</tr>
<tr>
<td>Maintenance of discipline on buses - Bus Disciplinarian officer meetings with individual students</td>
<td>Transportation</td>
<td>1.5 hours/day funded position</td>
<td>Bus Disciplinarian</td>
<td></td>
</tr>
<tr>
<td>Maintenance of bus fire extinguishers</td>
<td>Transportation office and buses</td>
<td>Monthly</td>
<td>Transportation Supervisor</td>
<td>All Transportation Staff</td>
</tr>
<tr>
<td>Vehicle Accident Investigation</td>
<td>District wide</td>
<td>As Needed</td>
<td>Washington State Patrol &amp;/or other Police Authority</td>
<td>Transportation Supervisor, Dispatch and Mechanics</td>
</tr>
<tr>
<td>State school bus specification requirements including compartmentalized seating, safety stop arms, eight way flashing lights, and strobe illuminated stop paddle</td>
<td>Buses</td>
<td>On bus acquisition</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Train students to evacuate school buses and student awareness training of “danger zone” around vehicles.</td>
<td>Buses</td>
<td>One within first six weeks of each school semester</td>
<td>School bus drivers</td>
<td>Students</td>
</tr>
<tr>
<td>Maintain of a confidential list of students who have a medically fragile or custodial release alert.</td>
<td>Applicable bus routes</td>
<td>As needed</td>
<td>Supervisor or designee</td>
<td>All Drivers</td>
</tr>
<tr>
<td>Distribution and enforcement of non-transportable items</td>
<td>School buildings and buses</td>
<td>Annually and as needed</td>
<td>Transportation Staff</td>
<td>School staff and students</td>
</tr>
<tr>
<td>Extra-curricular and field trip safety training</td>
<td>Buses</td>
<td>Prior to each curricular trip</td>
<td>Drivers</td>
<td>Student, staff and chaperones</td>
</tr>
<tr>
<td>Post trip bus inspection to ensure vacant vehicle</td>
<td>Buses</td>
<td>Daily</td>
<td>Drivers</td>
<td>Drivers</td>
</tr>
<tr>
<td>Employment of a School Bus Discipline Officer</td>
<td>District wide</td>
<td>Continual</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Safe crossing procedures at bus stops</td>
<td>District wide</td>
<td>Continuously</td>
<td>Drivers</td>
<td>Students</td>
</tr>
<tr>
<td>Kindergarten and Preschool student rider ship training</td>
<td>District wide</td>
<td>Annual</td>
<td>Transportation Supervisor or designee</td>
<td>Patents and students</td>
</tr>
<tr>
<td>Emergency route modification instructions</td>
<td>District wide</td>
<td>Annual and in anticipation of an emergency event</td>
<td>Drivers</td>
<td>Students</td>
</tr>
<tr>
<td>Utilize child seats</td>
<td>Buses</td>
<td>As needed</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Camera surveillance system</td>
<td>Buses</td>
<td>Continual</td>
<td>Drivers</td>
<td>n/a</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Vehicle inspection</td>
<td>All vehicle that transport students</td>
<td>Annually-all vehicles; semi-annually-25% of vehicles</td>
<td>State Patrol</td>
<td>n/a</td>
</tr>
</tbody>
</table>
# District Provided Activities that Enhance Student Safety

## Food Service Department Specific

<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>King County Food Handler’s Permit training and testing</td>
<td>All</td>
<td>Initial hire and every three years</td>
<td>Food Service Supervisor under the authority of the Washington Restaurant Association’s</td>
<td>Cooks and Servers</td>
</tr>
<tr>
<td>King County Food Handler’s Permit trainer certification</td>
<td>N/A</td>
<td>Annually</td>
<td>Washington Restaurant Association’s</td>
<td>Food Service Supervisor</td>
</tr>
<tr>
<td>ServSafe Food Safety Training</td>
<td>All</td>
<td>Every five years and as needed</td>
<td>Contracted out Food Services of America</td>
<td>Cooks and Servers</td>
</tr>
<tr>
<td>Food Safety Orientation training</td>
<td>All</td>
<td>Annual</td>
<td>Food Service Supervisor</td>
<td>All staff</td>
</tr>
<tr>
<td>Mock Health Inspections</td>
<td>All</td>
<td>biannual</td>
<td>Food Service Supervisor</td>
<td></td>
</tr>
<tr>
<td>Health Department Inspections &amp; Training</td>
<td>All</td>
<td>biannual</td>
<td>King County Health Department</td>
<td>all</td>
</tr>
</tbody>
</table>
## District Provided Activities that Enhance Student Safety

### Chemistry/Science Department Specific

<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety demonstration with a teacher directed activity. The demonstration includes</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Start of each school term if year long class.</td>
<td>Chemistry teacher/s</td>
<td>Students</td>
</tr>
<tr>
<td>instructing the students as to the location and use of safety equipment in the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom including eye wash stations, safety showers, fume hoods, fire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>extinguishers and absorbent materials for spill clean ups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Execute a Safety Contract outlining all safety rules (Middle School Science Safety</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Once/year</td>
<td>Student and parents</td>
<td></td>
</tr>
<tr>
<td>Contract and Flinn Scientific’s Student Safety Contract – High School)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of Material Safety Data Sheets (MSDS) in notebook in Chemistry</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Continuous</td>
<td>Chemistry teacher/s or chemical hygiene officer (if one is on site)</td>
<td>Teachers and students?</td>
</tr>
<tr>
<td>preparation area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity and Assignment for students to read and interpret MSDS</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Start of each school term. Included in the start of term safety protocol training.</td>
<td>Chemistry teacher/s</td>
<td>Students</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
<td>----------------------------</td>
<td>---------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Safety protocol regarding the specific chemicals and specific equipment used in each chemical experiment are reviewed. Laboratory handouts include warning symbols.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Prior to each laboratory experiment.</td>
<td>Chemistry teacher/s</td>
<td>Students</td>
</tr>
<tr>
<td>Disposal of chemicals/solutions utilizing the protocol listed in Flinn Chemical Catalog</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Following each lab experiment</td>
<td>Chemistry teacher/s and students</td>
<td>Students</td>
</tr>
<tr>
<td><strong>Storage of Chemicals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure all chemicals are properly stored in their compatible chemical families in separate and secure cabinets with secondary containment trays per the chemical inventory. (See WA state and other reference manuals for details) For example, acids in storage area are stored separately from bases and organics are stored separately from inorganics. All containers in science spaces shall be labeled and dated -</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Continuous</td>
<td>Chemistry teacher/s</td>
<td>Teachers</td>
</tr>
<tr>
<td><strong>Storage of Chemicals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrict access of chemical and storage area to staff. The chemical storage area shall remain locked at all times. Only authorized personnel will be allowed in the chemical storage areas. It will remain off limits to students and other unauthorized personnel.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td></td>
<td>Chemistry teacher/s and chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Storage of Chemicals</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview</td>
<td>at all times and with an</td>
<td>Chemistry teacher/s or chemical hygiene officer</td>
<td>Building mapping administrator</td>
</tr>
<tr>
<td><strong>Chemical Inventory</strong></td>
<td>Learning Center</td>
<td>update at the beginning of each</td>
<td>principal and chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>school year to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Storage of Chemicals</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview</td>
<td>annually</td>
<td>Chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>throughout the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>every six months</td>
<td></td>
</tr>
<tr>
<td><strong>Informal inspections</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview</td>
<td>throughout the year</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>every six months</td>
<td></td>
</tr>
<tr>
<td><strong>Chemical disposal</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview</td>
<td>As needed</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Log inventory and treatment</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Keep laboratory clean, uncluttered, and safe by returning chemicals and equipment to their proper locations and cleaning up at the end of the lab activity</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>immediately</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td><strong>and reporting or procuring repair for faulty equipment.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Prior Approval Procedures</strong>&lt;br&gt;There may be some procedures and/or chemicals, which require prior approval. Any new demonstration or lab that uses hazardous concentrations of chemicals in the following categories: corrosives, flammables, toxins, carcinogens, mutagens, teratogens, or possible allergens, will require assessment by one’s colleagues within the department and reviewed by chemical hygiene officer before being demonstrated in front of students.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Every time</td>
<td>Chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td><strong>Science Lab Demonstrations</strong>&lt;br&gt;Practice (including review of specific safety and disposal procedures) – required before the demonstration. Schedule practice with ample time prior to demonstration.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td></td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>’Drop and Roll’ technique shall also be taught to students and employees</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td></td>
<td>Chemistry teacher or Chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td>All suspected overexposures to chemical substances shall be reported to the Chemical Hygiene Officer and Principal in a prompt and timely fashion. In the event of an overexposure, after the immediate event, the incident shall documented.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td></td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Training for staff working with chemicals, flammables, and potentially hazardous materials.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Annually, building specific when the new Riverview Learning Center opens and as needed with new teachers</td>
<td>Chemical hygiene officer</td>
<td>New Science teachers to the district and new to the new building (including student teachers)</td>
</tr>
<tr>
<td>1) Content and location of the district and work site or building Chemical Hygiene Plan and the Laboratory Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Location, availability, and use of chemical Material Safety Data Sheets (MSDS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Potential hazards involved in using chemicals and how to detect potentially harmful exposures before they are harmful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Safety procedures for spills and emergency situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) The proper use and location of all safety equipment, emergency procedures, and safety rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Developing and implementing a student safety training program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Signs and symptoms of overexposure to chemicals and substances and how to avoid potentially harmful exposures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Mixing, storage and disposal of chemicals and solutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Understanding of the permissible exposure limits (PELS) used in the work site and laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Hands-on training on chemical containment, clean up, treatment, and disposal techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) PPE hazard assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Fire fighting techniques for small fires</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) Basic First Aid Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>---------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>When possible, laboratory exercises are microscaled to reduce the volume of chemicals/solutions requiring disposal protocol. In addition, classroom demonstrations are frequently utilized to replace full student prepared experiments. This not only reduces the volume of chemicals/solutions requiring disposal, but also reduces the frequency of student chemical handling safety training.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>As often as possible.</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>Execute a Safety Assessment for students to demonstrate mastery of safety procedures.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Once/year</td>
<td>Chemistry teacher/s</td>
<td>Students</td>
</tr>
<tr>
<td>Designate a chemical hygiene officer who is qualified by experience and training that will oversee the science laboratory hygiene procedures at each location and train the respective teachers.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Once/year</td>
<td>Superintendent or designee</td>
<td></td>
</tr>
<tr>
<td>Review and evaluate the effectiveness of the chemical hygiene plan.</td>
<td>District</td>
<td>Once/year</td>
<td>Chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td>Power Failures and Master Control Shut Off Procedures – Each building or work site will have procedures to follow in event of a power failure. Employees shall know where and how to shut off master controls in case of emergency at their work site. Know building or work site’s procedure in the event of a power failure. Have these written procedures posted in their work site or laboratory</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Once/year</td>
<td>Administrator /custodial. Mapping services will provide most of this.</td>
<td>Chemistry teacher</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ensure that safety equipment (including safety goggles) is in proper working order before performing any labs. All employees and teachers shall:</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>At all times</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>a) Know the locations for all personal protective equipment (PPE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Know how to use each appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Make sure all safety equipment is in operational order</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each <strong>eye wash station</strong> at each laboratory shall be activated to flush the system and help keep it in operational order</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Weekly</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Emergency phone numbers</strong> – shall be clearly posted near the telephone at each site.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>At all times</td>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Conduct periodic audits of all science spaces separately and jointly with staff.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>It is recommended that each work site or school perform a safety audit within the first four weeks of the new school year.</td>
<td>Chemical Hygiene Officer, in cooperation with building staff.</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| **Ventilation** will be inspected. Ventilation should:  
  a) Be able to support air changes of at least 20 cfm per occupant (5 air changes at 100% outside air is also acceptable)  
  b) Flow into the laboratory from non-laboratory areas and out the exterior of the building to an area where it will not be drawn back into the lab. | Cedarcrest High, Tolt Middle School and Riverview Learning Center | periodically | Maintenance personnel |
<p>| <strong>Electrical Shutoff</strong>—All GFIs shall be tested in each lab | Cedarcrest High, Tolt Middle School and Riverview Learning Center | periodically | Maintenance personnel |
| <strong>Electrical Bench Power Shutoff</strong>—Mark location of electrical shut off in and outside the lab and test | Cedarcrest High, Tolt Middle School and Riverview Learning Center | quarterly | Maintenance personnel |
| <strong>Safety Showers</strong> Shower effectiveness will be tested | Cedarcrest High, Tolt Middle School and Riverview Learning Center | periodically | Maintenance |
| Fume hoods shall be kept in operational condition (100 fpm); adequate performance will be recorded and documented. | Cedarcrest High, Tolt Middle School and Riverview Learning Center | annually | Maintenance |</p>
<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Purchase:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| a) Review experiments and demonstrations and adjust chemical orders annually | Cedarcrest High, Tolt Middle School and Riverview Learning Center | Every time | Chemical hygiene officer |}
<p>| b) <strong>Minimize quantities of each chemical ordered</strong> |                |           |              |                   |
| i) Try to identify supply sources within other science departments first |                |           |              |                   |
| c) <strong>High-risk chemicals shall be purchased and stored in limited amounts.</strong> |                |           |              |                   |
| d) Review the hazards and precautions for protection before purchasing any chemical |                |           |              |                   |
| e) Review clean up and disposal requirements for each chemical being ordered |                |           |              |                   |
| f) <strong>District Chemical Hygiene Officer will review all chemical orders before submission for purchase</strong> |                |           |              |                   |</p>
<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking in Chemicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Incoming shipments of chemicals are not to be opened and transported after opening by school personnel other than qualified science teachers, trained Instructional Aides or CHO. Ensure the special shipping containers are retained for chemical storage</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Every time</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>b) Inspect each item for soundness, identify storage location, then properly label receipt and enter all required data (see page 31) into inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Containers will not be accepted without adequate identification labels. All labels on incoming containers of hazardous chemicals shall not be removed or defaced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Dates - All employees shall label all chemicals with the received shipment date. This will be used to determine the age of a substance at a later date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Material Safety Data Sheets (MSDS) shall be kept in a notebook near the work site and readily available to all laboratory employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Review MSDS and file properly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------</td>
<td>------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Duty of Supervision – Be able to supervise students working in the laboratory</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>at ALL times</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
</tbody>
</table>
### Art Department Specific

<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety handling of charcoal and chalk drawing media provided with introduction to the media. Students are instructed on how to prevent airborne particles by tapping excess material into a waste basket instead of blowing it off their papers.</td>
<td>Cedarcrest High School</td>
<td>Beginning of each unit that uses such media, with occasional reminders during daily clean up times.</td>
<td>Art Instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Safety handling of scratch board tools, their proper use and potential for minor injuries if mishandled.</td>
<td>Cedarcrest High School</td>
<td>Beginning of the scratch board unit.</td>
<td>Art Instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Safety precautions concerning the kiln in the ceramics room. Students are instructed to never approach the kiln when on, open the lid, set anything on the lid, or press any of the controls. Students are also instructed never to touch ceramic ware that has recently been removed from the kiln.</td>
<td>Cedarcrest High School</td>
<td>At the start of each semester, with cautions repeated throughout the semester.</td>
<td>Art Instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Safety precautions delivered to students during Raku firing procedures. Students are instructed to stay away from the Raku kiln during and after the firing process; fire extinguisher is present during the firing; the kiln is closely monitored at all times during the firing and subsequent cool down.</td>
<td>Cedarcrest High School</td>
<td>During each Raku firing.</td>
<td>Art Instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Safety precautions concerning the handling of various ceramics-making tools, their proper uses, and penalties for misuses.</td>
<td>Cedarcrest High School</td>
<td>At the beginning of each semester, with periodic reminders.</td>
<td>Art Instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Safety precautions in handling solvents in painting class, their proper use, clean up, and minimization of odor in the room.</td>
<td>Cedarcrest High School</td>
<td>At the beginning of the semester, with periodic reminders.</td>
<td>Art Instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Safety precautions and proper uses of carving tools in sculpture class, including the use of protective eye-wear.</td>
<td>Cedarcrest High School</td>
<td>At the beginning of each unit, and with the introduction of each new technique.</td>
<td>Art Instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Teacher directed instructions as to proper use of tools, equipment, and materials in art room.</td>
<td>Toll Middle School room E 525</td>
<td>Ongoing</td>
<td>Art Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Demonstration and instruction of correct procedures in the art classroom environment.</td>
<td>Toll Middle School room E 525</td>
<td>Ongoing, specifically before new projects or lessons</td>
<td>Art Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------</td>
<td>-----------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Equipment, tools, and supplies are stored in clearly labeled areas and are accessible by teacher permission only.</td>
<td>Tolt Middle School room E 525</td>
<td>Ongoing</td>
<td>Art Teacher and Teacher Assistants</td>
<td>Art Teacher and TA's</td>
</tr>
<tr>
<td>Maintenance Safety Data Sheets are available in notebook form in main office.</td>
<td>Tolt Middle School Main Office and Art Classroom</td>
<td>Ongoing</td>
<td>Office Staff and Art Teacher</td>
<td>Office Staff, Administration, and Art Teacher</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>General safety instruction/rules written in syllabus including specific injury prevention (i.e. stretching, mat safety, and spotting) procedures</td>
<td>Cedarcrest High and Tolt Middle School</td>
<td>First day of class</td>
<td>Physical Education instructor</td>
<td>students</td>
</tr>
<tr>
<td>General safety instruction/rules written in syllabus and specific safety concerns related to each new unit including location (i.e. gymnasium, wrestling room, fields or courts) specific issues.</td>
<td>Cedarcrest High and Tolt Middle School</td>
<td>As new units begin (every two – three weeks).</td>
<td>Physical Education instructor</td>
<td>students</td>
</tr>
<tr>
<td>Weight room safety is introduced in syllabus and specific safety concerns related to each new weight station or exercise.</td>
<td>Cedarcrest High</td>
<td>First day of class and whenever any new station/exercise is introduced.</td>
<td>Physical Education instructor</td>
<td>students</td>
</tr>
<tr>
<td>Maintenance and management (appropriate use, etc.) of equipment</td>
<td>Cedarcrest High and Tolt Middle School</td>
<td>On-going</td>
<td>Physical Education instructor and maintenance staff</td>
<td>n/a</td>
</tr>
<tr>
<td>Locker room safety/rules and behavior expectations included in syllabus.</td>
<td>Cedarcrest High and Tolt Middle School</td>
<td>First day</td>
<td>Physical Education instructor</td>
<td>students</td>
</tr>
<tr>
<td>Activity supervision</td>
<td>Cedarcrest High and Tolt Middle School</td>
<td>At all times (on-going)</td>
<td>Physical Education instructor</td>
<td>n/a</td>
</tr>
<tr>
<td>Climbing Room safety-technique, equipment training, and general room safety</td>
<td>Tolt Middle School climbing room</td>
<td>Ongoing</td>
<td>Trained Physical Education Specialists</td>
<td>Students</td>
</tr>
<tr>
<td>Large Group Transitions</td>
<td>Physical Education venues and road to fields</td>
<td>Ongoing</td>
<td>Physical Education instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Review safety concerns with students for each activity and/or lesson</td>
<td>Carnation Elementary Stillwater Elementary and Cherry Valley Elementary</td>
<td>Ongoing</td>
<td>Physical Education instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Inspect, repair, and replace all equipment for safety</td>
<td>Carnation Elementary Stillwater Elementary and Cherry Valley Elementary</td>
<td>Ongoing</td>
<td>Physical Education instructor</td>
<td>Students</td>
</tr>
<tr>
<td>Assess appropriateness of activities based upon several criteria, including safety</td>
<td>Carnation Elementary Stillwater Elementary and Cherry Valley Elementary</td>
<td>Ongoing</td>
<td>Physical Education instructor</td>
<td>Students</td>
</tr>
<tr>
<td>In writing, inform and educate as to the nature and risk of head injuries or concussions. Insure that this written acknowledgement form is returned signed by the parent and athlete and on file with the District. Prohibit student practice or completion until complete.</td>
<td>Tolt Middle School and Cedarcrest High</td>
<td>Annually</td>
<td>Coaches</td>
<td>All parents and guardians of student participants in competitive sport activities</td>
</tr>
<tr>
<td>Provide training of the district procedure that informs parents or guardians of the nature and risk of head injuries or concussions; insure that this written acknowledgement form is returned and on file with the District and prohibits student practice or completion until complete.</td>
<td>Tolt Middle School and Cedarcrest High</td>
<td>Initial hire and yearly</td>
<td>Athletic Director</td>
<td>All coaches, including volunteers</td>
</tr>
<tr>
<td>Review and adopt any changes that have been made in forms required for concussion and head injury management by consulting with the WIAA or the WIAA Web site.</td>
<td>Tolt Middle School and Cedarcrest High</td>
<td>Each spring</td>
<td>Athletic Director</td>
<td></td>
</tr>
<tr>
<td>Training in head injury and concussion management by one of the following means: (1) through attendance at a WIAA or similar clock hour presentation which uses WIAA guidelines; or (2) by completing WIAA online training.</td>
<td>Tolt Middle School and Cedarcrest High</td>
<td>Initial hire and yearly</td>
<td>Athletic Director</td>
<td>All coaches, including volunteers</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>A youth athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be immediately removed from play.</td>
<td>Tolt Middle School and Cedarcrest High</td>
<td>Each occurrence</td>
<td>Coaches</td>
<td></td>
</tr>
<tr>
<td>Return to Play After Concussion or Head Injury: A student athlete who has been removed from play may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to play from that health care provider. The health care provider may be a volunteer. Health care providers include Medical Doctors (MD), Doctor of Osteopathy (DO), Advanced Registered Nurse Practitioner (ARNP), Physicians Assistant (PA), or Licensed Certified Athletic Trainers (AT/L).</td>
<td>Tolt Middle School and Cedarcrest High</td>
<td>Each occurrence</td>
<td>Coaches</td>
<td></td>
</tr>
</tbody>
</table>
## District Provided Activities that Enhance Student Safety

### Vocational Agriculture Department Specific

<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration, safety rules presentation for working with hand tools.</td>
<td>Cedarcrest High</td>
<td>Start of each school term</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Demonstration, safety rules for working with power equipment and hand tools.</td>
<td>Cedarcrest High</td>
<td>Start of each school term</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Present ear protection demonstration and present video.</td>
<td>Cedarcrest High</td>
<td>Start of school term</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Present eye protection curriculum.</td>
<td>Cedarcrest High</td>
<td>Start of school term</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>General safety presentation that includes working with heavy materials fire extinguisher, safety shower, eye wash stations and caring for flammable materials.</td>
<td>Cedarcrest High</td>
<td>Start of school term</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Storage of paints and stains and flammable solvents.</td>
<td>Cedarcrest High</td>
<td>Start of each school term</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Disposal of paints and solvents according to WISHA and OSHA requirements.</td>
<td>Cedarcrest High</td>
<td>Ongoing</td>
<td>Agriculture Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>Maintenance of material safety data sheets in office file cabinet.</td>
<td>Cedarcrest High</td>
<td>Ongoing</td>
<td>Agriculture Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>Oversee safety activities per AgriMechanics and AgriScience curriculum.</td>
<td>Cedarcrest High</td>
<td>Ongoing</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Maintenance and service of air cleaning units in shop and welding booth</td>
<td>Cedarcrest High</td>
<td>Every 3 Months</td>
<td>Agriculture Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>Safety process for handling chemicals used in soil analysis.</td>
<td>Cedarcrest High</td>
<td>At the beginning of testing unit</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Safety Unit involving the proper handling and application of turf fertilizers.</td>
<td>Cedarcrest High</td>
<td>At the beginning of the unit</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Safety unit discussing the proper use of turf grass equipment.</td>
<td>Cedarcrest High</td>
<td>At the beginning of the unit</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Safety demonstrations for operating: arc welding equipment; oxy acetylene equipment; plasma cutting, woodworking equipment; grinders; Abrasive cut off saw; sheet metal equipment; rod iron bending equipment; propane cutting equipment; heating equipment.</td>
<td>Cedarcrest High</td>
<td>At the beginning of each unit</td>
<td>Agriculture Teacher</td>
<td>Students</td>
</tr>
</tbody>
</table>
## District Provided Activities that Enhance Student Safety
### Industrial Arts/Shop/Technology Department Specific

<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher led discussion and student handout activity outlining black and white film</td>
<td>Cedarcrest 142</td>
<td>Start of each semester for dark room related classes</td>
<td>Vocational Graphic Arts Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>chemicals, proper handling and safety response in emergency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of MSDS Sheets in notebook kept in dark room.</td>
<td>Cedarcrest 142</td>
<td>Continuous</td>
<td>Vocational Graphic Arts Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Storage of chemicals: black and white film processing chemicals labeled and stored in</td>
<td>Cedarcrest 142</td>
<td>Continuous</td>
<td>Vocational Graphic Arts Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>approved bottles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposal of chemicals: black and white film processing chemicals recycled or disposed of</td>
<td>Cedarcrest 142</td>
<td>Continuous</td>
<td>Vocational Graphic Arts Teacher and Students</td>
<td>Students</td>
</tr>
<tr>
<td>as established by industry guidelines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Regulatory and Supporting Agencies:

- **Washington State Department of Health**
  Protects and promotes healthy places to work through assessments, policy, regulations, guidelines, and provisions of health information and education. Provides consultation services.

- **U.S. Environmental Protection Agency**
  The U.S. Environment Protection Agency (EPA) is responsible for compliance and enforcement of environmental regulations, and may delegate the responsibility to state governments.

- **Office of Environmental Health and Safety**
  Provides consultation, technical assistance, and training to school districts on the health effects of exposure to indoor air contaminants. Investigates suspected incidents of indoor air contaminants in public schools, provides consultation services, and conducts training sessions on indoor air quality issues.

- **Duvall and Carnation Fire department(s)**
- **King County Health Department**
- **King County Fire Marshal Office**
- **Washington State Department of Ecology**
- **State Board of Education**
- **OSPI - Office of Superintendent of Public Instruction**
- **City of Seattle –Seattle Public Utilities**
References
Board Policy

Disclaimer: These excerpts of Board Policy are not intended to represent the full content of the policy.

<table>
<thead>
<tr>
<th>Category/Title</th>
<th>Description/Activity</th>
<th>Board Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School to Work programs</td>
<td>Resources for <strong>safe</strong> and relevant work-based and work-related learning experiences shall be developed in cooperation with the community: employers, labor organizations and public and private agencies. The board directs the superintendent to establish procedures for entering into agreements with employers for work-based and work-related experiences that specify the responsibilities of the district and employer, and address issues including <strong>work place safety</strong>, liability, screening of persons who will have regularly scheduled unsupervised access to students, transportation, and student and parent responsibilities.</td>
<td>2025</td>
</tr>
<tr>
<td>AIDS Prevention Education</td>
<td>The life-threatening dangers of acquired immunodeficiency syndrome (AIDS) and its prevention shall be taught in the district. AIDS prevention education shall be limited to the discussion of the life-threatening dangers of the disease, its spread, and prevention. Students shall receive such education at least once each school year beginning no later than the fifth grade.</td>
<td>2030-6</td>
</tr>
<tr>
<td>Filed Trip Procedures</td>
<td>The policy outlines specific procedures for an approval, supervision, and securing permission of trips.</td>
<td>2030-7</td>
</tr>
<tr>
<td>Internet safety</td>
<td>The Riverview School District provides a wide range of computer resources to its students and staff for the purpose of advancing the educational mission of the District. These resources are provide and maintained at the District's expense, and therefore the public's expense, and are to be used by members of the school community with respect for the public trust through which they have been provided. The Riverview School District will conform to the federal Children's Internet Protection Act (CIPA), which includes computer monitoring and the use of an Internet Filtering Solution. Filtering software or services will be installed and used on all computers with access to the Internet for both students and adults. This will block or filter access to visual depictions that are obscene, contain child pornography, or harmful to minors.</td>
<td>2035</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| Interscholastic Activities | B. An athletic coach must be properly trained and qualified for an assignment as described in the coach's job description.  
C. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach. A coach must secure permission in advance if he/she wishes to deviate from the syllabus.  
D. In-service training opportunities will be afforded each coach so that he/she is trained to attend to the health care needs of participants. Prior to a sports season, the coach will prepare a plan for handling medical emergencies at practice sessions and games (home and away).  
E. Participants will be issued equipment that has been properly maintained and fitted.  
F. All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the district, shall be inspected on a regular basis.  
G. Nonprescribed medications, including such items as analgesic balms, vitamins and salt tablets, must be approved by the superintendent before they may be available for use by coaches and/or athletic trainers. After athletic training medications have been approved, the coach and/or trainer must secure authorization from the parent and the student’s doctor before the medications may be used during the athletic season. If such a release is not on file, the nonprescribed medications may not be used. This provision does not preclude the coach and/or trainer from using approved first aid items. A sign will be posted that warns students that eligibility to participate may be denied if anabolic steroids are used for the purpose of enhancing athletic ability.  
H. The board recognizes that certain risks are associated with participation in interscholastic sports. While the district will strive to prevent injuries and accidents to students, each participant and his/her parent(s) or guardian(s) will be required to sign a statement which indicates that the parent/guardian and the student acknowledge the risks of injuries resulting from such participation and give assurance that the student will follow the instructions of the coach.  
I. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A written report shall be completed when a student is injured while participating in a school-supervised activity. A participant shall be free of injury and shall have fully recovered from illness before participating in any activity.  
J. Each student participating in interscholastic athletic activities is required to have or obtain medical insurance for expenses incurred as a result of injuries sustained while participating in the extracurricular activity. Students shall provide evidence of coverage with a minimum limit of $25,000 in medical expenses or shall obtain such coverage through the insurance plan offered to all students participating in activities in the district. No student will be denied the ability to participate solely because the student’s family, by reason of low income, is unable to pay the entire amount of the premium for such insurance. The superintendent or his/her designee may approve partial or full waiver of premiums to permit all students to obtain the required medical insurance. | 2055          |
<table>
<thead>
<tr>
<th>Category/Title</th>
<th>Description/Activity</th>
<th>Board Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance abuse program</td>
<td>The board recognizes that the abuse of alcohol, and the use and abuse of controlled illegal, addictive, or harmful substances including anabolic steroids is a societal problem and may represent an impairment to the normal development, well-being and academic performance of students. To ensure the safety, health and well-being of all students, the board is committed to the development of a program which emphasizes drug, alcohol, and nicotine abuse prevention, intervention, aftercare support and necessary corrective actions. The program will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol. The program will be age-appropriate and developmentally based for all students in all grades.</td>
<td>2070</td>
</tr>
<tr>
<td>Extended illness or health condition.</td>
<td>If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class, the student may be required to taken an incomplete or withdraw from the class without penalty. Excused absence for chronic health condition. Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent shall apply to the principal or counselor, and a limited program shall be written following the advice and recommendations of the student’s medical advisor. The recommended limited program shall be approved by the principal. Staff shall be informed of the student’s needs, though the confidentiality of medical information shall be respected at the parent’s request.</td>
<td>3005-5</td>
</tr>
<tr>
<td>Immunizations - Students</td>
<td>In order to safeguard the school community from the spread of certain communicable diseases and in recognition that immunization is a means of protection and prevention in the spread of disease, the board requires that a student present evidence of his/her having been immunized according to the rules of the State Board of Health. Immediately upon enrollment in the district, a certificate of immunization status, distributed by the Washington Department of Health, shall be completed by the student’s parent/guardian. The certificate shall be made a part of the student’s permanent record.</td>
<td>3005-6</td>
</tr>
<tr>
<td>Life-Threatening Health Conditions</td>
<td>Prior to attendance at school, each child with a life-threatening health condition shall present a medication or treatment order addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a registered nurse and nursing plan are not in place. Following submission of the medication or treatment order, a nursing plan shall be developed. Students who have a life-threatening health condition and no medication or treatment order presented to the school shall be excluded from school, to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, and pursuant to due process.</td>
<td>3005-6</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Removal/release of student during school hours</td>
<td>The board recognizes its responsibility for the proper care of students during school hours. Students shall not be removed from school grounds, any school building or school function during school hours except by a person duly authorized in accordance with district procedures. Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the superintendent or principal evidence of his/her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by the principal. The superintendent is directed to establish procedures for the removal of a student during school hours. Prior to sending a student to his/her home for illness, discipline or a corrective action, the principal shall attempt to reach the student's parent or guardian to inform him/her of the school's action and to request that he/she come to the school for the child. If the principal cannot reach the parent/guardian, the student shall remain at school until the close of the school day. A student may be released to a law enforcement officer in accordance with the district policy.</td>
<td>3040</td>
</tr>
<tr>
<td>Student Health</td>
<td>The superintendent shall arrange for health services to be provided to all students. Such services shall include but not be limited to: A. The maintenance of student health records; B. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day; C. Consulting services of a qualified health specialist for staff, students and parents; D. Vision and hearing screening; and E. Immunization records and screening.</td>
<td>3080</td>
</tr>
<tr>
<td>Infectious Diseases - Students</td>
<td>The board authorizes the school principal to exclude a student who has been diagnosed by a physician or is suspected of having an infectious disease in accordance with the regulations within the Infectious Disease Control Guide (SPI, 3-1997). The principal and/or school nurse shall report the presence of suspected case or cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. Such information concerning a student’s present and past health condition shall be treated as confidential. The principal shall cooperate with the local health officials in the investigation of the source of the disease.</td>
<td>3080-1</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Medication at School</td>
<td>The Riverview School District is authorized by state statutes to administer prescribed oral medication (oral medication refers to prescription and over-the-counter medication) to students during school hours or while students are in custody of the district. The board authorizes the superintendent to designate personnel to administer oral medication to students. Oral medication is to be administered pursuant to the law and only when a health professional prescribing within the scope of his or her prescriptive authority determines that: 1. There exists a valid health reason which makes administration of medication advisable during school hours; and 2. Written, current, and unexpired instructions regarding the administration of prescribed medication are received by the school. The superintendent shall establish procedures for: 1. The training and monitoring of staff members in the administering of oral medication. The training shall be by a school nurse. 2. Designating staff members who will be authorized to administer prescribed oral medications to students after completing proper training. 3. Receiving signed and dated parental and health professional request for the dispensing of prescribed oral medications, including instructions from the health professional if the medication is to be given for more than fifteen (15) days. (see Medication Authorization Form) 4. Receiving and storing oral medication in a locked or limited access facility. 5. Maintaining records pertaining to the administering of oral medications; 7. Instructing staff on appropriate procedures for dealing with students who bring prescription and/or over-the-counter medications to school on their person for self-administering. No medication shall be administered by injection except when a student is susceptible to a predetermined, life-endangering situation. In such an instance, the parent shall submit a written and signed permission statement. Such an authorization shall be supported by signed and dated written orders accompanied by supporting directions from the licensed health professional. A staff member shall be trained prior to injecting a medication. Medications administered by routes other than oral (ointments, drops, nasal inhalers, suppositories or non-emergency injections may not be administered by school staff other than registered nurses or licensed practical nurses.</td>
<td>3080-2</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Emergency Treatment</td>
<td>Staff are encouraged to become trained and/or maintain skills in recognized first aid procedures, especially through Red Cross certified providers. Staff have the affirmative duty to aid an injured student and act in a reasonable and prudent manner in obtaining immediate care. The staff member who exercises his/her judgment and skills in aiding an injured person during the school day or during a school event is protected by the district’s liability insurance except when the individual is operating outside the scope of his/her employment or designated duties. Any child who appears to be very ill or who has received a serious injury should be either sent home or to a physician or hospital as quickly as possible. The principal shall be responsible for making the appropriate decision. In the event the principal or nurse is not available, the staff member designated by the principal to take charge in emergency situations shall be responsible for the decision. For a life-threatening emergency (severe bleeding, shock, breathing difficulty, heart attack, head or neck injuries), call 911. The principal, nurse, responsible designated person, or involved staff member should contact the parent/guardian as quickly as possible to determine whether the child should: A. Be sent to a hospital, or B. Be sent to a doctor, or C. Be sent home, or D. Remain at school. Use of Semiautomatic External Defibrillator in Life-threatening Emergencies It is important to be cognizant of the reality that life-threatening emergencies can occur in the school environment at any time. Washington law regarding defibrillator use outlines five (5) mandatory requirements. Riverview School District ensures that: 1. Expected defibrillator users receive reasonable instruction in defibrillator use and cardiopulmonary resuscitation by a course approved by the Department of Health; 2. The defibrillator is maintained and tested by the acquirer according to the manufacturer’s operational guidelines; 3. Upon acquiring a defibrillator, medical direction is enlisted by the acquirer from a licensed physician in the use of the defibrillator and cardiopulmonary resuscitation; 4. The person or entity who acquires a defibrillator shall notify the local emergency medical services organization about the existence and the location of the defibrillator; and 5. The defibrillator user shall call 911 as soon as possible after the emergency use of the defibrillator and shall assure that appropriate follow-up data is made available as requested by emergency medication service or other health care providers. Liability issues should always be addressed with use of medication equipment. In the case of defibrillators, the Washington law offers immunity from civil liability to all persons and entities providing emergency services. However, this immunity from civil liability does not apply if the acts or omissions amount to gross negligence or willful or wanton misconduct.</td>
<td>3080-4</td>
</tr>
<tr>
<td>Child abuse, neglect, and exploitation</td>
<td>Child abuse, neglect, and exploitation are violations of children's human rights and an obstacle to their educational development. The board directs that staff shall be alert for any evidence of such abuse, neglect or exploitation.</td>
<td>3080-5</td>
</tr>
<tr>
<td><strong>Category/Title</strong></td>
<td><strong>Description/Activity</strong></td>
<td><strong>Board Policy</strong></td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Anaphylaxis Prevention</td>
<td>While it is not possible to achieve a completely allergen-free environment, Riverview School District will take reasonable measures to avoid allergens for affected students, and will train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student-specific training will be provided for appropriate personnel when necessary.</td>
<td>3082</td>
</tr>
</tbody>
</table>
| Diabetic Students          | The Board recognizes that students with diabetes shall have a plan of care that includes protocols and accommodations necessary to provide a safe learning environment. The ESA (Educational Staff Associate) school nurse is appointed to:  
• Consult and coordinate care with the parents and health care providers of students with diabetes; and  
• Train and supervise the appropriate staff in the care of students with diabetes by providing annually: general diabetes training for staff indirectly involved with the student and comprehensive diabetes training for staff directly involved with the student (classroom teacher, coach, health room staff, parent designated adults). | 3085            |
| Concussions and head injuries - student sports | Consistent with Washington law, the District will utilize guidelines developed with the Washington Interscholastic Activities Association (WIAA) and other pertinent information and forms to inform and educate coaches, youth athletes, and their parents and/or guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.  
Annually, the district will distribute a head injury and concussion information sheet to all parents and guardians of student participants in competitive sport activities. The parent/guardian and student must return a signed acknowledgement indicating that they have reviewed and understand the information provided before the student participates in any covered activity. Until this acknowledgement form is returned and on file with the District, the student may not practice or compete.  
All coaches, including volunteers, will complete training as required in the District procedure. Additionally, all coaches of competitive sport activities will comply with WIAA guidelines for the management of head injuries and concussions. | 3086            |
<table>
<thead>
<tr>
<th>Category/Title</th>
<th>Description/Activity</th>
<th>Board Policy</th>
</tr>
</thead>
</table>
| Emergencies    | 1. Fire 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 monthly. The superintendent is directed to develop emergency evacuation procedures for each building.  
2. Earthquakes The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities shall be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm. The superintendent shall establish guidelines and action taken by building principals should an earthquake occur while school is in session.  
3. Flood Because Riverview School District has been the victim of periodic floods and the fact that students must live with the possible threat of a dam failure, specific administrative evacuation procedures are to be designed to evacuate students and staff to safe ground.  
4. Bomb Threats The superintendent shall establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.  
5. Emergency School Closure or Evacuation When weather conditions or other circumstances make it unsafe to operate schools, the superintendent is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee. When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff shall be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area. The superintendent shall establish procedures for the emergency closure of a building or department. | 3090         |
<p>| Pandemic/Epidemic Plan | The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or a designee shall serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, shall ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such | 3095         |
| Guidelines and Rules for Students Riding the Bus | This policy outlines guidelines and rules that students must follow to promote the safety and well-being of students using the Riverview School District vehicles. The guidelines and rules specifically identify behaviors prior to loading, while on the bus, and after leaving the bus. | 3100-3       |
| Exceptional Misconduct | Exceptional misconducts pose an immediate and/or continuing danger to the student, other students, or school personnel, or are behaviors that are so serious in terms of the disruptive effect upon the operation of the schools or are so frequent in their occurrence that an immediate short-term or long-term suspension or expulsion is warranted on the first offense. Exceptional misconduct also includes related conduct or omission that reasonably establishes an intent to commit or through planning, meeting, organizing, communicating, or conspiring in a manner to instigate, encourage, assist, aide, persuade or facilitate others or self to commit acts of exceptional misconduct. | 3100-6       |</p>
<table>
<thead>
<tr>
<th>Category/Title</th>
<th>Description/Activity</th>
<th>Board Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dangerous Weapons</td>
<td>It is a violation of Washington State law for any person to carry onto school premises, school-provided transportation, or facilities while being used by the school district any firearm or dangerous weapon. A violation constitutes grounds for expulsion from the Riverview School District and the public schools of the state of Washington, in accordance with the due process provisions of Washington State Law. School officials shall promptly notify law enforcement and the student's parent or guardian regarding any allegation or indication of such violation. (RCW 9.41.250, RCW 9.41.280)</td>
<td>3100-7</td>
</tr>
<tr>
<td>Corrective Action for Illegal Drugs/Alcohol</td>
<td>Any student who while on school property, or in reasonable proximity thereto, or at a school-sponsored activity or event, (a) illegally uses, possesses, sells, or is under the influence of drugs, alcohol, controlled or mood altering substances; (b) illegally uses, possesses, sells, delivers, or is under the influence of medication which is not prescribed for his/her use by a licensed doctor; or (c) illegally uses, possesses, sells, or gives to another drug paraphernalia will be disciplined. (Such discipline may include participation in intervention activities, referral to a law enforcement agency, and/or suspension or expulsion from school.)</td>
<td>3100-9</td>
</tr>
<tr>
<td>Prohibition of Corporal punishment</td>
<td>Corporal punishment is any act which willfully inflicts or willfully causes the infliction of physical pain on a student, and is not permitted.</td>
<td>3105</td>
</tr>
<tr>
<td>Civility</td>
<td>The Riverview School District believes that respectful communication and behavior create a safe, civil environment, essential to student and staff high achievement, to the free exchange of ideas central to a quality educational process, and to the development of youth as thoughtful participants in our democracy. Conversely, uncivil conduct, like other forms of disruptive behavior, interferes with a student's ability to learn and a school's ability to educate its students.</td>
<td>4005</td>
</tr>
<tr>
<td>Safe and Orderly Learning Environment</td>
<td>Visitors - The board welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. The superintendent shall establish guidelines governing school visits to insure orderly operation of the educational process and the safety of students and staff. Disruption of School Operations If any person is under the influence of drugs or alcohol or is disrupting or obstructing any school program, activity, or meeting, or threatens to do so or is committing, threatening to imminently commit or inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure of any student, official, classified or certificated staff member or invitee of the school district, the superintendent or staff member in charge shall direct the person to leave immediately. If such a person refuses to leave, the superintendent or staff member shall immediately call for the assistance of a law enforcement officer.</td>
<td>4010</td>
</tr>
<tr>
<td>Regulation of Dangerous Weapons on School Premises</td>
<td>It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Superintendent of Public Instruction. The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises: A. Persons engaged in military, law enforcement, or school district security activities; B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course; C. Persons competing in school authorized firearm or air gun competitions; and D. Any federal, state or local law enforcement officer. The following persons over eighteen years of age and not enrolled as students</td>
<td>4015</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Tobacco Use</td>
<td>The board of directors recognizes, in order to <strong>protect students from exposure</strong> to the addictive substance of nicotine, employees and officers of the school district and all members of the community have an obligation as role models to refrain from tobacco use on school property at all times.</td>
<td>4020</td>
</tr>
<tr>
<td>Contacts with Students</td>
<td>The schools may communicate information through students regarding schools, school programs and non-school programs offered by non-profit organizations that in the opinion of the principal have social, recreational or educational value to the students. Students shall be encouraged to participate in the interpretation of educational programs to the community. The effect on students of such communication and participation shall be given paramount consideration. The principal shall establish appropriate safeguards to prevent the exploitation of students by individuals or groups.</td>
<td>4030</td>
</tr>
<tr>
<td>Notification of threats of violence or harm</td>
<td>Students and school employees who are subjects of threats of violence or harm shall be notified of the threats in a timely manner. Parents shall be included in notifications to students who are subjects of threats of violence or harm. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.</td>
<td>4045 and 4045p</td>
</tr>
<tr>
<td>Relations with outside agencies including law enforcement, child protective, and health authorities.</td>
<td>The primary responsibility for maintaining proper order and conduct in the schools is that of staff. Staff shall be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities. Where there is substantial threat to the health and safety of students or others such as in the case of bomb threats, mass demonstrations with threat of violence, individual threats of substantial bodily harm, trafficking in prohibited drugs or the scheduling of events where large crowds may be difficult to handle, law enforcement shall be called upon for assistance. Information regarding major violations of the law shall be communicated to the appropriate law enforcement agency.</td>
<td>4050</td>
</tr>
<tr>
<td>Release of Information concerning sexual and kidnapping offenders</td>
<td>Public agencies are authorized to release relevant and necessary information regarding sex and kidnapping offenders to the public when the release of the information is necessary for public protection. Law enforcement agencies receive relevant information about the release of sexual and kidnapping offenders into communities, and decide when such information needs to be released to the public. The school district has a public safety role to play in the dissemination of such information to staff, parents, students, and the community and will disseminate such information under the following conditions: 1. Receipt of a specific request from a law enforcement agency that information be disseminated to staff and/or students and parents. In every case where students are notified, parents will also be notified. 2. Receipt of the actual documents to be distributed. The district may duplicate the documents, but they will be distributed in form received from the law enforcement agency. 3. When an administrator receives a request from a law enforcement agency for dissemination of information regarding a sexual offender, the administrator will immediately notify the superintendent. The superintendent will authorize the release of such information to staff, students and parents, under the guidelines of the law enforcement agency.</td>
<td>4055</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Confidential Communications</td>
<td>The board recognizes that school staff must exercise a delicate balance regarding the treatment of information that was revealed in confidence. A staff member may, in his/her professional judgment, treat information received from a student as confidential while at other times decide to disclose what was learned to the school administration, law enforcement officers (including child protective services), the county health department, or the student's parents. The staff member should advise the student regarding the limitations and restrictions regarding confidentiality. The student should be encouraged to reveal confidences to his/her parents. If the staff member intends to disclose the confidence, the student should be informed prior to such action.</td>
<td>5015</td>
</tr>
<tr>
<td>Drug-free schools and workplace</td>
<td>The board has an obligation to staff, students and citizens to take reasonable steps to assure safety in the workplace and to provide safety and high quality performance for the students that the staff serves. “Workplace” is defined to mean the site for the performance of work done in connection with a federal grant. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district where work on a federal grant is performed. For these purposes, the board declares that the following behaviors will not be tolerated: A. Reporting to work under the influence of alcohol, illegal chemical substances or opiates. B. Using, possessing, transmitting alcohol, illegal chemical substances (including anabolic steroids) or opiates in any amount or in any manner on district property at any time. Any staff member convicted of a felony attributable to the use, possession, or sale of illegal chemical substances or opiates will be subject to disciplinary action, including immediate termination. C. Using district property or the staff member's position within the district to make or traffic alcohol, illegal chemical substances or opiates. D. Using, possessing or transmitting illegal chemical substances and opiates in a manner which is detrimental to the interest of the district. Any staff member who is taking a drug or medication whether or not prescribed by the staff member's physician, which may adversely affect that staff member's ability to perform work in a safe or productive manner is required to report such use of medication to his or her supervisor. This includes drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness. The supervisor in conjunction with the district office then will determine whether the staff member can remain at work and whether any work restrictions will be necessary. As a condition of employment, each employee shall notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace as defined above. Such notification shall be provided no later than 5 days after such conviction. The district shall inform the federal government within ten (10) days of such conviction, regardless of the source of the information. Each employee shall be notified of the district's policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy may be subject to disciplinary action, which may include immediate discharge. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the board, at the employee's expense. Nothing in this policy shall be construed to guarantee reinstatement of any employee who violates this policy, nor does the school district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement. Other actions such as notification of law enforcement agencies may be taken in regard to a staff member violating this policy at the district’s discretion as it deems appropriate.</td>
<td>5020</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| Mandated Drug and Alcohol Testing Program | The following alcohol and controlled substance-related activities are prohibited by the district for drivers required to possess a commercial driver's license (CDL) as part of their job responsibilities. Violations shall result in appropriate corrective action ranging from removal from the performance of safety-sensitive functions up to and including discharge.  
A. Reporting for duty or remaining on duty to perform safety-sensitive functions while having an alcohol concentration in excess of the standard set by the FMCSA 0.04 or greater.  
B. Being on duty or operating a vehicle while the driver possesses alcohol.  
C. Using alcohol while performing safety-sensitive functions.  
D. When required to take a post-accident alcohol test, using alcohol within eight hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.  
E. Refusing to submit to an alcohol or controlled substance test required by post-accident, random, reasonable suspicion, or follow-up testing requirements.  
F. Reporting for duty or remaining on duty when using any controlled substance, except when instructed by a prescribing authority who has advised the driver and the district that the substance does not adversely affect the driver's ability to safely operate a vehicle. Drivers are required to inform the district of any therapeutic drug use, although not the medication that has been prescribed. The use of any medication that could affect a driver's safe job performance is prohibited while working.  
G. Reporting for duty, remaining on duty or driving if the driver tests positive for controlled substances. No supervisor having actual knowledge of the above violations shall permit a driver to perform or continue to perform safety-sensitive functions. |
<p>| Chemical and Laboratory safety | The board recognizes the potential health and safety hazards that exist as a result of chemical storage and handling. Instruction shall be emphasized in the safe and proper use of chemicals and substances and proper laboratory techniques. All students and staff are to wear safety glasses or goggles whenever they are working under potentially hazardous conditions. Laboratories should be ventilated sufficiently enough to provide a healthful, non-hazardous environment. |
| Playground Equipment           | The board recognizes that playground equipment is an essential part of a complete school facility. All playground equipment, whether purchased by the district or donated by a community, should be assessed in terms of suitability and durability and for possible health or safety hazards. Consideration shall also be given to potential hazards when the playground is unsupervised during non-school hours. The superintendent shall develop specifications for playground equipment and related play surfaces in accordance with RCW 28A.335.300 and the Consumer Product Safety Commission playground guidelines. These specifications shall serve as criteria for the selection of playground equipment. Selection and installation of playground equipment shall be based upon safety and contribution to child development. | 6510         |</p>
<table>
<thead>
<tr>
<th>Category/Title</th>
<th>Description/Activity</th>
<th>Board Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground Equipment Installation and Maintenance - Procedures</td>
<td>Playground Equipment Plans to install playground equipment, either temporarily or permanently at a school site, shall be reviewed by a committee appointed by the superintendent or designee. A representative from the current insurance carrier shall be contacted prior to installation. Guidelines: A. The maintenance supervisor shall coordinate installation of approved equipment. Monthly inspections will be conducted by the maintenance department. Equipment must meet the safety criteria listed below: 1. All playground equipment must have an immediate ground surface which limits the impact from a fall, according to ASTM F-355-72. The safety surface must extend to the maximum distance to which a fall could occur. 2. Equipment is to be placed so as to take advantage of topography of surrounding terrain and far enough apart so there will be a disbursement of children allowing safe, free movement with the least possible congestion. 3. All equipment is to be free from hazardous protrusions, points and sharp edges. 4. Exposed component materials are to be rust-free, clean and durable to use and weather with a minimum amount of splintering, flaking or other deterioration. Lead paint and creosote shall not be used. 5. Equipment should be low to the ground with a six (6) foot maximum vertical limit. 6. All moving parts are to be concealed and designed to minimize the changes of pinching or catching of clothing or of body. 7. All equipment must be securely anchored according to manufacturer’s recommendations and installed by the manufacturer or his/her authorized representative. 8. All equipment must comply with Consumer Product Safety Commission guidelines. B. Equipment should require a minimum of maintenance, specifically for replacement of parts and painting. C. Equipment should be aesthetically appealing and encourage active and creative use. D. Equipment should be difficult to vandalize. E. Unpadded cement or steel stationary poles should not be used in areas intended for running games.</td>
<td>6510-1</td>
</tr>
</tbody>
</table>
Infection Control Program - Staff

**Vaccine Requirements:**
In order to safeguard the school community from the spread of certain vaccine-preventable diseases and in recognition that prevention is a means of combating the spread of disease, the board strongly urges that susceptible school staff members (including volunteers) provide evidence of immunity against TD (Tetanus-Diphtheria) and MMR (Measles, Mumps and Rubella). Staff members born prior to January 1, 1957, need not provide evidence of immunity to measles; these individuals are considered naturally immune. To facilitate this prevention program, the board authorizes the superintendent to make arrangements for staff immunization at a convenient time and place, and at a nominal cost to the staff member. A “susceptible” staff member may be exempt from the expectations for immunization by filing a written objection to such immunization on the basis of religious or philosophical grounds, when a private physician certifies that the staff member's physical condition contraindicates immunization or when the staff member provides documentation of immunity by blood test. In the event of an outbreak of a vaccine-preventable disease in school, the local health officer has the authority to exclude a susceptible staff member. A staff member granted an exemption for religious, philosophical or medical reasons or without an acceptable immunization record on file may be excluded, as he/she is considered to be susceptible. If excluded, he/she is not eligible to receive sick leave or disability benefits because of the exclusion itself. To qualify for benefits, he/she must be ill or temporarily physically-disabled.

**Infectious Disease Reporting:**
A staff member who knowingly has contracted a medically-diagnosed reportable disease that could be transmitted in the school setting is expected to notify the superintendent immediately. A reportable disease must be reported to the local health officer. The fact that a staff member has been tested for a sexually transmitted disease, the test result and any information relating to the diagnosis or treatment of a sexually transmitted disease must be kept strictly confidential. If the district has a release, the information may be disclosed pursuant to the restrictions in the release.

**Exclusion Due to Serious Illness:**
A staff member who has contracted a medically-diagnosed infectious disease may be excluded from school by written order of the local health officer. Any decision to exclude such staff member from the workplace shall be made only after the written concurrence of the health officer and the staff member's private physician that the staff member's admittance poses significant risk to the staff member, other staff members or students. The district is committed to protecting students and staff from the exposure to serious public health threats. At the same time the district will protect the staff member from discriminatory treatment in the event of any diagnosed health condition or report. The staff member's personal physician may recommend absence from school if the environment has become a danger to him/her or the staff member is too ill to work. Such a staff member shall be classified as "disabled" and granted a leave of absence until further evaluation of the health condition has been made. The superintendent and the physician shall meet and confer to determine the extent to which reasonable accommodation may be necessary as a result of the disability. A staff member shall be permitted to return from disability leave upon the recommendation of the local health officer and the staff member's private physician.

**Infection Control Program:**
The superintendent or designee shall evaluate all job duties of district employees to determine which employees have reasonable anticipated on-the-job exposure to blood or other potentially infectious material. The district shall maintain a list of job classifications where employees have reasonable anticipated exposure to blood or other potentially infectious material. The hepatitis B vaccine shall be provided at the district's expense to all employees identified as having risk of directly contacting blood or other potentially infectious material at work. In the event that an employee has a specific exposure to blood or other potentially infectious material, the employee will be provided, at district expense, with confidential medical evaluation, follow-up and treatment, if indicated. The district shall provide annual training to all
<table>
<thead>
<tr>
<th>Category/Title</th>
<th>Description/Activity</th>
<th>Board Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student accident Insurance</td>
<td>Student accident insurance coverage shall be offered in order to keep the insurance premium within the reach of the majority of students. The superintendent is authorized to receive quotations from the various underwriters available and to recommend for board consideration the best single source of coverage. Upon approval by the board, the district shall distribute application forms and supply the necessary claims information (time of accident, cause of accident) when requested by a student or his/her parent. To be eligible for consideration an agency and/or underwriting company must provide knowledgeable local representation to follow up problem claims, answer questions concerning coverage and procedures and expedite the entire program from the standpoint of communication among the claimant, doctor or hospital and claims office. The underwriting company, if not located in Washington, must maintain an agent within the state with authority to handle, adjust and process claims so that final claim determination shall be made within the state of Washington.</td>
<td>6535</td>
</tr>
<tr>
<td>Surveillance on school grounds or property</td>
<td>The Riverview School District is committed to nurturing a safe, caring and positive environment. Consequently, the health, safety and well-being of students and staff while on district property and attending district functions and the protection of district property are important functions of the School District. The monitoring of individuals who enter upon the school grounds or school property is a significant factor in maintaining order and discipline and in protecting students, staff, and visitors on District property. The Riverview School District recognizes the value of video surveillance systems and monitoring activity on school property or on school grounds, and its use in the maintenance of order and discipline within the school setting. Accordingly, the Board authorizes the use of video surveillance practices, in accordance with the established procedures (P6550-1). It is anticipated that this policy will encourage individuals to demonstrate respect for themselves, others and their surroundings.</td>
<td>6550</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Harassment and Bullying</td>
<td>The Riverview School District is committed to a safe and civil educational environment for all students, employees, parent/guardians, volunteers, and patrons, and will not tolerate any harassment or bullying. Harassment and bullying can be based on actual or perceived acts pertaining to race, color, religion, ancestry, national origin, sexual orientation, gender, gender identity, physical, sensory, or mental disability, marital status, other individual characteristics, including but not limited to socio-economic status and physical appearance, or for any other reason prohibited by law. The district prohibits harassment and bullying defined as intentional acts, statements, or conduct that has the purpose or effect of materially or substantially interfering with an individual's educational or work performance, or creating an intimidating, hostile, or offensive educational or work environment. This may include, but is not limited to: • Graffiti, pictures, or photographs • Disparaging remarks about or use of demeaning, offensive, or negative terms • Deliberate and unwelcome touching, cornering, pinching, or pulling on clothing • Offensive jokes or teasing • Hazing, pranks, or other intimidating behavior directed toward an individual This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the educational environment. The district encourages administrators, faculty, staff, students, parents/guardians, volunteers, and other community members to participate in maintaining a clear expectation of civil conduct and proactive problem-solving throughout the school district. Uncivil conduct, like other forms of disruptive behavior, interferes with a student's ability to learn and a school's ability to educate its students. Uncivil conduct covers many behaviors that do not rise to the level of harassment and bullying but are still prohibited by other district policies or building, classroom, or program rules, such as: • Directing vulgar, obscene or profane gestures or words at another individual; • Taunting, jeering, inciting others to taunt or jeer at an individual; • Raising one's voice at another individual, repeatedly interrupting another individual who is speaking at an appropriate time and place; • Imposing personal demands at times or in settings where they conflict with assigned duties and cannot reasonably be met; • Using personal epithets, gesturing in a manner that puts another in fear for his/her personal safety; • Invading the personal space of an individual after being directed to move away, physical blocking an individual's exit from a room or location, remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave; • Violating the privacy of another individual's belongings (except for lawful searches by school officials conducted in connection with the administration of school rules and applicable laws); or • Other similar disruptive conduct. False reports or retaliation for harassment and bullying constitute violations of this policy. This policy is a component of the district's responsibility to create and maintain a safe, civil and inclusive learning community and is to be implemented in conjunction with comprehensive training of staff and volunteers, including the education of students in partnership with families and the community. The superintendent is authorized to develop and implement procedures addressing the elements of this policy, including informal and formal complaint processes, dissemination of policy, and internal review of the policy.</td>
<td>6580</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>This district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities. Sexual harassment occurs when: 1. Submitting to the harasser’s sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit; 2. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or 3. Unwelcome sexual conduct or communication interferes with an individual’s performance or creates an intimidating, hostile or offensive environment. Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement. Suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, as appropriate. Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate. Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline or other appropriate sanctions. The district will take appropriate actions to protect involved persons from retaliation. It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline or other appropriate sanctions. The superintendent shall develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process. The superintendent shall develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy shall be posted in each district building in a place available to staff, students, parents, volunteers and visitors. The policy shall be reproduced in each student, staff, volunteer and parent handbook. The superintendent shall make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.</td>
<td>6590</td>
</tr>
</tbody>
</table>
Transportation

The district may provide transportation to and from school for a student:
A. Whose residence is beyond the one mile radius from the school to which the student is assigned;
B. Whose walking route to school is hazardous;
C. Whose disability prevents him/her from walking or providing for his/her own welfare while walking; or
D. Who has another compelling and legally sufficient reason to receive transportation services.

The district’s transportation program shall comply in all ways with state law and regulation. Transportation services of the district may include approved bus routes, district-approved field trips, school activities (participants only) and extracurricular activities (rooters). The superintendent is authorized to permit a parent of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available. The board of directors may authorize children attending an approved private school to ride a school bus provided that the bus route and stops are not altered, space is available, and a fee to cover the per seat cost for such transportation is collected.

Routes and Schedules
The superintendent or designee shall be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program. The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service. The board may authorize the use of a district-owned passenger car in lieu of a bus for transporting students to and from school.

Student Safety Riding Buses

Bus Safety - The superintendent shall develop written rules establishing the procedures for bus safety and emergency exit drills and for student conduct while riding on buses. The bus driver is responsible for the safety of his/her passengers, particularly for those who cross a roadway after leaving the bus. No bus driver shall order or allow a student to disembark at other than his/her customary boarding or alighting place unless so authorized by the principal sending a bus pass to the driver. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

Emergencies - In the event of an accident or other emergency, the bus driver shall follow the emergency procedures in accordance with the School Bus Driver Handbook (SPI). To insure the success of such emergency procedures, each bus driver shall conduct an “actual” emergency evacuation drill within the first six weeks of each school semester followed by at least one verbal review of the emergency exit procedures each semester. The district shall conduct such other drills and procedures as may be necessary.

Student Conduct on Buses - The superintendent shall establish written rules of conduct for students riding school buses. Such rules shall include as a minimum the requirements of WAC 392-145-035 and shall be reviewed annually by the superintendent and revised if necessary. If the rules are substantially revised, they shall be submitted to the board for approval. At the beginning of each school year, a copy of the rules of conduct for students riding buses shall be provided to each student who is scheduled to ride a school bus. The classroom teacher and/or bus driver shall review the rules with the students at or near the beginning of each school year. A copy of the rules shall be available upon request at the school and/or transportation office.
<table>
<thead>
<tr>
<th>Category/Title</th>
<th>Description/Activity</th>
<th>Board Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Cameras on school buses</td>
<td>The board authorizes the use of video cameras on district-operated school buses for the purpose of <strong>reducing discipline problems, thus providing a safer enforcement for the transportation of students.</strong> The reason for recording the transportation environment is to provide school officials, drivers, and parents/guardians with documentation when dealing with inappropriate student behavior. Disciplinary action will be in accordance with polices and procedures on Student Responsibilities and Rights. The superintendent shall prepare procedures for use of the video equipment on buses, the authorized review process for video tapes, and the proper disposal of tapes.</td>
<td>6608</td>
</tr>
</tbody>
</table>
| Transportation of Students    | I. Bus Drivers Transporting Students Bus operators shall observe all state statutes and administrative rules governing traffic safety and school bus operation. The district shall, at the beginning of each school year, provide each driver with a copy of the School Bus Driver Handbook (SPI), any additional laws and/or rules which have been recently enacted and which apply to school bus drivers, and the district's written rules for student conduct on buses. When a teacher, coach or other certificated staff member is assigned to accompany students on a bus, such person shall be primarily responsible for the behavior of the students in his/her charge. The bus driver shall have final authority and responsibility.  

II. District Employees Transporting Students Any district employee, other than a bus driver, who transports students for school activities in a district or private vehicle must have a valid driver’s license issued by the state department of licensing, or a state of residence, current Department of Motor Vehicles Drivers Abstract (less than one year old), current first aid/CPR certificate, and proof of insurance. Such drivers may only operate vehicles with seating capacity of ten or less and may not drive students on scheduled routes between home and school. Prior to driving students or at least once per school year, each driver (other than a bus driver) must submit to his or her supervisor a photocopy of his or her license and proof of insurance, plus provide a written statement that he or she has not had a driving license privilege suspended or revoked in the preceding three years; that he or she has not had three or more speeding tickets in excess of ten miles per hour over the speed limit within any twelve-month period in the preceding three years; that he or she is of the physical health necessary to safely transport children; and that he or she has not been convicted or undergone a deferred prosecution for any misdemeanor, gross misdemeanor or felony that is related to the duty of driving students. Such offenses include but are not limited to those listed in WAC 180-20-101 (1) (j). Employees are responsible for reporting any potentially disqualifying offenses. | 6630         |
<table>
<thead>
<tr>
<th>Category/Title</th>
<th>Description/Activity</th>
<th>Board Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition and Physical Fitness</td>
<td>Children who eat well-balanced meals and are healthy are more likely to learn in the classroom. The board supports increased emphasis on nutrition as well as physical activity at all grade levels to enhance the well-being of our district’s youth. Therefore, it is the policy of the board to:&lt;br&gt; A. Reduce student access to foods of minimal nutritional value&lt;br&gt; B. Provide students access to nutritious food.&lt;br&gt; C. Provide opportunities for physical activity and developmentally appropriate exercise, and&lt;br&gt; D. Provide accurate information related to these topics. NUTRITION The superintendent shall develop and implement a comprehensive district-wide nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program and the School Breakfast Program. To implement the program, the superintendent shall adopt and implement a comprehensive curriculum on health, fitness and nutrition consistent with the Essential Academic Learning Requirements (EALRs). The curriculum will provide opportunities for developmentally appropriate instruction for grades K-12. The input of staff, students, parents and public health professions in the development of the curriculum is encouraged. Food Services The district supports the philosophy of the National School Lunch Program and shall provide wholesome and nutritious lunches for children in the district’s schools. The board authorizes the superintendent to administer the food services program, provided that any decision to enter into a contract with a private food service agency shall require the approval of the board. Because of the potential liability of the district, the food services program shall not accept donations of food other than as provided in this policy without the express approval of the board. Should the board approve a food donation, the superintendent shall establish inspection and handling procedures for the food and determine that the provisions of all state and local laws have been met before selling the food as part of the school lunch menu. Free and Reduced Price Food Services The district shall provide free and reduced price lunches and milk to students according to the terms of the National School Lunch Program and the laws, rules and regulations of the state. The district shall inform parents of the eligibility standards for free or reduced price lunches. Reasonable efforts shall be made to protect the identity of students receiving such lunches. A parent has the right to appeal any decision with respect to his/her application for free or reduced price food services to the superintendent.</td>
<td>6700</td>
</tr>
<tr>
<td>Operations and Maintenance of School Property</td>
<td>Facilities are to be maintained and operated in a safe, healthful condition and to preserve the district's investment. The superintendent shall provide for a program to maintain the district physical plant by way of a continuous program of repair, maintenance and reconditioning. Budget recommendations shall be made each year to meet these needs and any such needs arising from an emergency.</td>
<td>6800</td>
</tr>
<tr>
<td>Closure of facilities</td>
<td>The board of directors has the authority to close a school building when an unforeseen natural event or mechanical failure causes a facility to become unsafe, unhealthy, inaccessible, or inoperable.</td>
<td>6883</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description/Activity</td>
<td>Board Policy</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| State Environmental Policy Act Compliance  | The district established the following criteria as the basis for exercising authority relative to environmental issues. The district shall use all practicable means, consistent with other essential considerations of state policy, to improve and coordinate plans, functions, programs, and resources to the end that the state and its citizens may:  
   A. Fulfill the responsibilities of each generation as trustee of the environment for succeeding generations;  
   B. Assure for all people of Washington **safe, healthful**, productive, and anesthetically and culturally pleasing surroundings;  
   C. Attain the widest range of beneficial uses of the environment without degradation, **risk to health or safety**, or other undesirable and unintended consequences;  
   D. Preserve important historic, cultural, and natural aspects of our national heritage;  
   E. Maintain, wherever possible, an environment which supports diversity and variety of individual choice;  
   F. Achieve a balance between population and resource use which will permit high standards of living and a wide sharing of life's amenities; and  
   G. Enhance the quality of renewable resources and approach the maximum attainable recycling of depletable resources. The district recognizes that each person has a fundamental and inalienable right to a **healthful environment** and that each person has a responsibility to contribute to the preservation and enhancement of the environment. | 6890         |
| Pesticide notification, posting and record keeping. | The superintendent is directed to develop procedures to assure that the district complies with the requirements of law regarding pesticide notification, posting and record keeping. This includes procedures for the annual notification of staff and parents of the district’s pest control policies and methods; pre-notification of staff and parents of pesticide applications; posting of sites of pesticide applications; and record keeping, including an annual summary report of pesticide usage.  
The district’s goal is to control pests in the buildings and on the grounds with the methods, means and materials that result in satisfactory control of pests while **maintaining high standards for health and safety of students, staff** and the general public. It is the intent of the Riverview School District to utilize Integrated Pest Management Program (IPM) to manage pest populations to prevent unacceptable levels of pest activity and damage by the most economical means and with the least possible hazard to people, property and the environment. | 6895         |
# References

## Washington Administrative Code (WAC) Rules

<table>
<thead>
<tr>
<th>Category/Title</th>
<th>Description</th>
<th>Legal Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Bus Driver Qualifications</td>
<td>Purpose and authority</td>
<td>180-20-005</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>Training and qualifications of school bus drivers -- Administration.</td>
<td>180-20-011</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>Training and qualifications of school bus driver instructors -- Administration.</td>
<td>180-20-021</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>Initial requirements for school bus drivers.</td>
<td>180-20-101</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>Continuing requirements for authorized school bus drivers.</td>
<td>180-20-102</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>Disqualifying conditions for authorized school bus drivers.</td>
<td>180-20-103</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>Temporary authorizations -- Requirements and issuing procedures.</td>
<td>180-20-111</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>School bus driver authorization -- Requirements and issuing procedures.</td>
<td>180-20-112</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>Discipline -- Grounds for denial, suspension, or revocation of authorization -- Emergency suspension -- Appeals -- Adjudicative proceedings.</td>
<td>180-20-120</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>School bus driver -- Reporting.</td>
<td>180-20-135</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>School district -- Reporting.</td>
<td>180-20-140</td>
</tr>
<tr>
<td>School Bus Driver Qualifications</td>
<td>School district -- Verification of drivers continuing compliance.</td>
<td>180-20-145</td>
</tr>
<tr>
<td>Pupils — Immunization Requirement and Life-Threatening Health Condition</td>
<td>Purpose and authority.</td>
<td>180-38-005</td>
</tr>
<tr>
<td>Pupils — Immunization Requirement and Life</td>
<td>School attendance conditioned upon presentation of proofs.</td>
<td>180-38-045</td>
</tr>
<tr>
<td>Pupils — Immunization Requirement and Life</td>
<td>Written notice prior to exclusions from school.</td>
<td>180-38-050</td>
</tr>
<tr>
<td>Pupils — Immunization Requirement and Life</td>
<td>Prehearing and hearing process.</td>
<td>180-38-080</td>
</tr>
<tr>
<td>Pupils</td>
<td>Persons authorized to impose discipline, suspension, expulsion, or emergency removal upon students.</td>
<td>180-40-230</td>
</tr>
<tr>
<td>Pupils Discipline</td>
<td>Conditions and limitations</td>
<td>180-40-235</td>
</tr>
<tr>
<td>Emergency Actions</td>
<td>Emergency removal from a class, subject, or activity.</td>
<td>180-40-290</td>
</tr>
<tr>
<td>Emergency Actions</td>
<td>Emergency expulsion -- Limitations</td>
<td>180-40-295</td>
</tr>
<tr>
<td>Pupil Safety</td>
<td>Evacuation of buildings in sudden emergency - RCW 28A.305.130{(11)}.</td>
<td>180-41-010</td>
</tr>
<tr>
<td>Pupil Safety</td>
<td>Evacuation of buildings in sudden emergency -- Responsibilities of school authorities.</td>
<td>180-41-015</td>
</tr>
<tr>
<td>Pupil Safety</td>
<td>Evacuation of buildings in sudden emergency -- Classroom instruction.</td>
<td>180-41-020</td>
</tr>
<tr>
<td>Pupil Safety</td>
<td>Evacuation of buildings in sudden emergency -- Out-of-class traffic.</td>
<td>180-41-025</td>
</tr>
<tr>
<td>Pupil Safety</td>
<td>Evacuation of buildings in sudden emergency -- School personnel.</td>
<td>180-41-030</td>
</tr>
<tr>
<td>Pupil Safety</td>
<td>Evacuation of buildings in sudden emergency -- Emergency exit drills.</td>
<td>180-41-035</td>
</tr>
<tr>
<td>Category/Title</td>
<td>Description</td>
<td>Legal Reference</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Pupil Safety</td>
<td>Evacuation of buildings in sudden emergency -- Exit alarm and recall signal systems.</td>
<td>180-41-040</td>
</tr>
<tr>
<td>Immunizations</td>
<td>Immunization of child care and school children against certain vaccine-preventable diseases</td>
<td>246-100-166</td>
</tr>
<tr>
<td>Contagious Disease School Districts</td>
<td>Purpose.</td>
<td>246-110-001</td>
</tr>
<tr>
<td>Contagious Disease School Districts</td>
<td>Definition.</td>
<td>246-110-010</td>
</tr>
<tr>
<td>Contagious Disease School Districts</td>
<td>Control of communicable (contagious) disease</td>
<td>246-110-020</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Purpose and authority.</td>
<td>246-215-001</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Minimum performance standards.</td>
<td>246-215-005</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Definitions.</td>
<td>246-215-011</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Management and personnel.</td>
<td>246-215-021</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Employee hygiene.</td>
<td>246-215-031</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Food supplies.</td>
<td>246-215-041</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Public health labeling.</td>
<td>246-215-051</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Food handling.</td>
<td>246-215-061</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Equipment and utensils.</td>
<td>246-215-071</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Water, plumbing, and waste.</td>
<td>246-215-081</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Physical facilities.</td>
<td>246-215-091</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Compliance and enforcement.</td>
<td>246-215-181</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Exempt from permit.</td>
<td>246-215-191</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Permits required, suspension, revocation, enforcement.</td>
<td>246-215-200</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Examination, hold orders, condemnation, and destruction of food.</td>
<td>246-215-240</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Employee health.</td>
<td>246-215-251</td>
</tr>
<tr>
<td>Dept. of Health Food Service</td>
<td>Procedure when disease transmission is suspected.</td>
<td>246-215-260</td>
</tr>
<tr>
<td>District-wide emergency closure</td>
<td>Definition</td>
<td>392-129-090</td>
</tr>
<tr>
<td>School emergency closure</td>
<td>Definition</td>
<td>392-129-100</td>
</tr>
<tr>
<td>Transportation</td>
<td>Specifications for school buses.</td>
<td>392-143</td>
</tr>
<tr>
<td>Transportation</td>
<td>Operation rules.</td>
<td>392-145</td>
</tr>
<tr>
<td>Traffic safety</td>
<td>School safety patrol.</td>
<td>392-151</td>
</tr>
<tr>
<td>Traffic safety</td>
<td>Driver education.</td>
<td>392-153</td>
</tr>
<tr>
<td>Child nutrition</td>
<td>Practices and procedures.</td>
<td>392-157</td>
</tr>
<tr>
<td>Student</td>
<td>Health records</td>
<td>392-182</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Definitions.</td>
<td>392-190-056</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Policy -- Adoption date -- Required criteria</td>
<td>392-190-057</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Procedures</td>
<td>392-190-058</td>
</tr>
<tr>
<td>School employees</td>
<td>Training -- -- HIV/AIDS</td>
<td>392-198</td>
</tr>
<tr>
<td>School employees</td>
<td>Fingerprint record checks</td>
<td>392-300</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

## I. INTRODUCTION
   1.1 Purpose
   1.2 Mission and Goals

## II. SITUATION AND HAZARDS
   2.1 Incident/Hazards
   2.2 School Population
   2.3 District Information
   2.4 Resources
   2.5 Planning Assumptions and Limitations

## III. IMPLEMENTATION
   3.1 Provide Detailed Emergency Response Plans to Direct the Use of School Personnel and Facilities to Manage an Emergency
   3.2 Adopt the National Incident Management System/Incident Command System to Manage Large Scale Emergency Incidents
   3.3 Provide Appropriate Training to Key District Employees for Various Roles within the NIMS Model and Provide Emergency In-service Overview to all Riverview School District Staff
   3.4 Establish Emergency Response Teams within Each Building to Facilitate Planning/Response Activities
   3.5 Provide Basic Supplies to Care for Staff and Students during an Emergency
   3.6 Conduct the Required Annual Safety Drills and Exercises to Prepare School Personnel as well as Students for an Emergency Situation
   3.7 Establish, Maintain and Update Multiple Communication Channels within District and Community to Facilitate Response, Request for Resources Communication with Parents, Partner Agencies and Media
   3.8 Maintain/Update Rapid Responder Mapping Website
   3.9 Conduct an Annual Review of High Risk Hazards within Riverview School District
   3.10 Coordinate Emergency Plans with Local Agencies
   3.11 Provide Detailed and Accurate Documentation of Emergencies to Aid in the Recovery Process
   3.12 Outline Steps for a Post-Disaster Recovery Program that Involves both Short-term and Long-term efforts
IV. PLAN DEVELOPMENT, MAINTENANCE, and DISTRIBUTION

4.1 Plan Development
4.2 Plan Review and Maintenance
4.3 Distribution and Publication

Appendix 1
Emergency Supply Inventory

Appendix 2
Hazard Summary
I. INTRODUCTION

1.1 PURPOSE

The purpose of the Riverview School District Emergency Operations Plan is to identify and respond to emergencies that may occur on school grounds while children are present. The plan outlines an approach to emergency management operations in the event of a high impact incident that requires immediate action when traditional resources are en route, limited or nonexistent. The plan educates staff, faculty, students and other key stakeholders on their roles and responsibilities before, during and after an event. Developing, maintaining, and exercising this plan empowers employees in an emergency to act quickly and knowledgeably. This plan provides parents and other members of the community with assurances that the Riverview School District has established guidelines and procedures to respond to critical incidents/hazards in an effective way. The Emergency Operations Plan takes an all-hazard approach to emergency management with strategies for prevention, preparedness, response and recovery.

The Emergency Operations Field Guide is an annexed document, which details specific procedures and guidelines for responding to an emergency. The Emergency Operations Field Guide outlines an organized method to prepare for and respond to incidents based on the National Incident Management System and corresponding Incident Command System, which is the emergency management doctrine used across the United States to coordinate emergency preparedness and incident management and response among emergency responders and the public. National Incident Management System is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. National Incident Management System enables us to work together to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.

National Incident Management System provides:

- A standardized approach to incident management that is scalable and flexible.
- Enhanced cooperation and interoperability among responders.
- Comprehensive all-hazards preparedness.
- Efficient resource coordination among jurisdictions or organizations.
- Integration of best practices and lessons learned for continuous improvement.

1.2 MISSION AND GOALS

The mission of Riverview School District in an emergency/disaster is to:

1. Protect lives and property
2. Respond to emergencies promptly and properly
3. Coordinate with local emergency operation plans and community resources
4. Aid in recovery from disasters
The goals of Riverview School District Emergency Operations Plan are to:

- Provide detailed response plans to direct the use of school personnel and facilities to manage an emergency
- Utilize the National Incident Management System/Incident Command System to manage large scale emergency incidents
- Provide appropriate training to key district employees for various roles within the National Incident Management System model and provide emergency in-service to all Riverview School District staff
- Establish Emergency Response Teams within each building to facilitate planning/response activities. Each building administrator (including district office) will be responsible for forming an Emergency Response Team and overseeing activities
- Provide basic supplies to care for staff and students during an emergency
- Conduct the required annual safety drills and exercises to prepare school personnel as well as students for an emergency situation
- Establish, maintain and update multiple communication channels within the district and community to facilitate response, requests for resources, communication with parents and media
- Maintain/update Rapid Responder Mapping website
- Conduct an annual review of high risk hazards within the Riverview School District
- Coordinate emergency plans with local agencies
- Provide detailed and accurate documentation of emergencies to aid the recovery process
- Outline steps for a post-disaster recovery program that involves both short-term and long-term efforts

II. SITUATION AND ASSUMPTIONS

The scope of the plan identifies potential incidents/hazards, population served, locations, and resources.

2.1 INCIDENT/HAZARDS

An incident is an occurrence – natural, technological, or human-caused that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan and when necessary the annexed Emergency Operations Field Guide.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include, but are not limited to, natural, technological and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

Assessment is ongoing and monitoring potential hazards allows for preparedness and training efforts to be directed at the most obvious/likely scenarios, which serves to increase the ability to respond
accordingly. The hazard summary (appendix 2) shall be evaluated each year to insure that the plans and procedures continue to focus on the most likely events.

2.2 SCHOOL POPULATION

The Riverview School District currently serves an enrollment of approximately 3,300 students, with eight school sites (Cherry Valley Elementary, Stillwater Elementary, Carnation Elementary, Tolt Middle School, Cedarcrest High School, Eagle Rock Multi-Age Program, and Riverview Learning Center programs (Parade, Choice, CLIP) and Riverview Ancillary Program (Special Education young adult transition program).

2.3 DISTRICT INFORMATION

Riverview School District is served by three different government jurisdictions: King County, the City of Carnation, and the City of Duvall. The district is 250 square miles and is located in northeast King County serving the Snoqualmie River valley from the King/Snohomish County line south, approximately 16 miles, and from the western ridge of the valley to the Cascade foothills.

2.4 RESOURCES

Riverview School District will identify and utilize resources that are recognized in advance. Examples of predetermined resources are manpower, information and supplies. Identifying these resources prior to an incident will facilitate in a more effective deployment of the Emergency Operations Plan.

- Manpower

The district office, led by the superintendent or designee, will oversee planning, operations and communications from each of the affected buildings and participate in decision making concerning movement of students to other locations/building sites along with coordination of supplies. The superintendent can establish a District Emergency Operations Center to coordinate and manage large scale operations if necessary. When established the superintendent or designee will assume the role of Riverview Incident Commander.

The superintendent or designee Public Information Officer will be ultimately responsible for all outgoing communication with the public and will serve as a liaison to outside agencies. Support staff at the district office will assist in documenting all aspects of a major event including location/status of students, actions taken, all outgoing communications, records of expenditures, and staff hours.

The principal or a designee will serve as a localized Incident Commander for each building site. The principal or designee is not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding; therefore, each site will assemble an Emergency Response Team who will actively oversee planning and education of staff prior to an incident. Roles should be pre-assigned based on training and qualifications. Each staff
member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

In the event that the Emergency Operations Field Guide is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

- Supplies

All property of Riverview School District (water, sanitation, medical supplies, and communication devices) serves as a potential resource to be utilized during a disaster. Shipping containers with emergency supplies are strategically placed around the district for access.

- Information

Hard copies of Emergency Operations Plan and Emergency Operations Field Guide, back up communication systems, maps, student data, contact information for outside agencies, and any other data that can be stored non-electronically shall be accessible during a disaster.

2.5 PLANNING ASSUMPTIONS AND LIMITATIONS

Planning Assumptions

Stating the planning assumptions allows Riverview School District to deviate from the plan if certain assumptions prove not to be true during operations. The School Emergency Operations Plan assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) 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 save lives and protect school property.
- Following a region-wide catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response by on scene personnel will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers may be available in most serious incidents unless the system is overwhelmed with a resource intensive, large scale disaster. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation action can help prevent or reduce incident related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school’s readiness to deal with emergency situations.
- Maintaining the district Emergency Operations Plan and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school’s readiness to respond to incidents.
- A spirit of preparedness among school employees, students, and families will result in their providing assistance and support to incident management efforts.

**Limitations**

It is the policy of Riverview School District that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Riverview School District can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

**III. IMPLEMENTATION**

The objectives of the Emergency Operations Plan are to set forth tasks that establish and maintain an ongoing emergency operations program.

To accomplish the goals outlined within this plan, Riverview School District shall implement the list of objectives/tasks tied to each goal, thereby establishing and maintaining actions in concert with the stated mission.

3.1 **PROVIDE DETAILED EMERGENCY RESPONSE PLANS TO DIRECT THE USE OF SCHOOL PERSONNEL AND FACILITIES TO MANAGE AN EMERGENCY**

Riverview School District will annex an Emergency Operations Field Guide to this Emergency Operations Plan as a standard set of procedures to be followed during an emergency situation. The Emergency Operations Field Guide uses a multi-prong approach with tactical components that are scalable to the operational needs. Topics addressed include establishing command, requesting resources, student care, first aid, search and rescue, student accounting and student release.

3.2 **ADOPT THE NATIONAL INCIDENT MANAGEMENT SYSTEM/INCIDENT COMMAND SYSTEM TO MANAGE LARGE SCALE EMERGENCY INCIDENTS**

The National Incident Management System establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. The Emergency Operations Field Guide will utilize this model of Standard Operating Procedures to direct all emergency operations.

3.3 **PROVIDE APPROPRIATE TRAINING TO KEY DISTRICT EMPLOYEES FOR VARIOUS ROLES WITHIN THE NIMS MODEL AND PROVIDE EMERGENCY IN-SERVICE OVERVIEW TO ALL RIVERVIEW SCHOOL DISTRICT STAFF**

- Emergency Operations training in-service for all staff, every three years, beginning in 2014
- Incident Command System for all building principals, assistant principals, designated alternates and district administrators.

  Initial state mandated Incident Command training with refreshers every other year through online identified FEMA courses. Alternate between ICS-100 and IS-700 or equivalent. (To be tracked in HR database for demonstrated fulfillment)

- Building safety/security training to be utilized during disasters for Maintenance/Custodial staff. Training to include emergency shut off for utilities, and clearing of hazards. Maintenance supervisor will be certified in post incident structural evaluation of buildings.

- Transportation-ongoing bus driver training to include school and bus evacuation drills, communication with District Office during large-scale disaster, and evacuation routes.

- Inventory staff with specific skills/training at each site. Consider First Aid, CPR/AED, Community Emergency Response Teams and/or Incident Command System training as appropriate for selected staff in each building.

- Schedule a table top Incident Command Drills for principals and district administrators every other year beginning in 2014.

3.4 ESTABLISH EMERGENCY RESPONSE TEAMS WITHIN EACH BUILDING TO FACILITATE PLANNING/RESPONSE ACTIVITIES

- Prior to the beginning of each school year each building principal/administrator will establish and oversee an Emergency Response Team made up of building staff who will become familiar with and review the sites emergency plans.

- Each principal with team input will outline and monitor the annual required safety drills.

- Each Emergency Response Team will insure that updated copies of student rosters/information are distributed to each classroom (emergency backpacks) along with hard copies stored in the office and off site.

- Each Emergency Response Team will identify key positions and back up designees who can assume roles outlined in the Emergency Operations Field Guide (to include Incident Command, Facility Check, Student Accounting/Release, Medical and Safety Officer).

- Each Emergency Response Team will identify potential emergency resources within school building and surrounding vicinity. Be familiar with complete inventory of emergency cargo container.

- Each Emergency Response Team will coordinate additional donated inventory of supplies with PTSA and Riverview School District Emergency Manager.

3.5 PROVIDE BASIC SUPPLIES TO CARE FOR STAFF AND STUDENTS DURING AN EMERGENCY

Riverview School District maintains emergency supplies at 5 sites (Cedarcrest, Stillwater, Cherry Valley, Tolt Highlands-2) to be utilized in a disaster including but not limited to first aid, search and rescue, shelters, water, sanitation.
Each building/school shall have an emergency storage container stocked with emergency tools and supplies monitored by the maintenance department once a year. Each container shall contain a minimum inventory of supplies to care for staff and students. (Emergency Supply Inventory - Appendix 1).

3.6 CONDUCT THE REQUIRED ANNUAL SAFETY DRILLS AND EXERCISES TO PREPARE SCHOOL PERSONNEL AS WELL AS STUDENTS FOR AN EMERGENCY SITUATION

Riverview School District understands the importance of training and drills in the overall emergency management program. The drills will be completed as outlined in the Comprehensive Student Safety Plan.

To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following drills will occur:

- Each school shall conduct no less than nine safety-related drills each year that school is in session.
- Each school shall complete no less than one drill using the school mapping (Rapid Responder) information system, three drills for lockdowns, one drill for shelter-in-place, one drill for earthquake and dam evacuation (if needed based on location of the facility), and three drills for fire evacuation in accordance with the state fire code. One drill each year will be held in conjunction with an outside agency such as the local fire or police department.

3.7 ESTABLISH, MAINTAIN AND UPDATE MULTIPLE COMMUNICATION CHANNELS WITHIN DISTRICT AND COMMUNITY TO FACILITATE RESPONSE, REQUEST FOR RESOURCES, COMMUNICATION WITH PARENTS, PARTNER AGENCIES AND MEDIA

Communication is a critical part of incident management. This section outlines Riverview School District’s communications plan and supports its mission to provide efficient and effective internal and external communication between the school, staff, students, parents, responders, and media. All Riverview School District employees are to refer all requests for information and questions to the Superintendent or designated Public Information Officer.

1. Internal Communications after an initial response- All internal communications will follow the chain of command. The Incident Commander will receive/send communications from the command post. Runners or radios may be utilized to communicate between operational areas.

2. Communication with the School District Offices-The Incident Commander will use any and all communication devices that are available to contact the district offices and/or Superintendent or designee including the District and county emergency radios. The Incident Commander will designate staff member(s) to monitor all communications.
3. External Communications-In the event of an incident, parents, media, and first responders will require clear and concise messages from Riverview School District about the incident, resources needs, response plans, and the safety of the children and staff. Information regarding reunification location and process must be accurately conveyed.

3.8 MAINTAIN/UPDATE RAPID RESPONDER MAPPING WEBSITE

Riverview School District utilizes the Rapid Responder Mapping Web-based data source to assist the Incident Commander and incoming agencies with detailed information about each school site. The data includes site maps, building diagrams, occupancy, and emergency shut-off locations and identifies key personnel at each site.

3.9 CONDUCT AN ANNUAL REVIEW OF HIGH RISK HAZARDS WITHIN RIVERVIEW SCHOOL DISTRICT

- An annual review shall be conducted of potential hazards based on locality, frequency and likelihood of various threat scenarios that would require action beyond what is considered a normal school day in order to protect students from harm. (Hazard Summary - Appendix 2).
- This annual review will help insure that supplies, training and responses are built around the most likely emergent scenarios that are probable in this specific locality.

3.10 COORDINATE EMERGENCY PLANS WITH LOCAL AGENCIES

- Coordinate and share planning information with local response agencies. Periodically conduct exercises with first responders to practice effective coordination and transfer of command.
- Riverview School District will use its own resources to respond to emergency situations until first responders are able to assist. The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur if and when first responders arrive and are able to assume management of the incident under their jurisdiction. If necessary an Incident Commander can request additional assistance/resources from emergency management personnel, other local officials or agencies that have training or resources needed to assist with the emergency situation. (Red Cross, City of Carnation, Eastside Fire & Rescue, City of Duvall, Duvall King County Fire District #45, King County EOC, Duvall EOC or other appropriate agencies).

3.11 PROVIDE DETAILED AND ACCURATE DOCUMENTATION OF EMERGENCIES TO AID IN THE RECOVERY PROCESS

The Riverview School District will adopt uniform record keeping to collect details related to an emergency situation. These are to include data on students, medical care, status reports, communication reports, expenditure reports etc.
3.12 OUTLINE STEPS FOR A POST-DISASTER RECOVERY PROGRAM THAT INVOLVES BOTH SHORT-TERM AND LONG-TERM EFFORTS

If a disaster occurs Riverview School District will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction.

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school’s educational programs. Defining mission critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process. The staff/faculty teams will:

1. Conduct a comprehensive assessment of the physical and operational recovery needs.
2. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
3. Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
4. Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
5. Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
6. Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
7. Educate school personnel, students, and parents on available crisis counseling services.
8. Establish absentee policies for teachers/students after an incident.
9. Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
10. Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, etc.
11. Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
12. Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.
IV. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

4.1 PLAN DEVELOPMENT

The Emergency Operations Plan Work Group is responsible for the overall development and completion of the Emergency Operations Plan and annexed Emergency Operations Field Guide. The Riverview School District Superintendent is responsible for approving and promulgating this plan.

4.2 PLAN REVIEW AND MAINTENANCE

- The Emergency Operations Plan and the Emergency Operations Field Guide will be reviewed and updated annually by the Riverview School District Emergency Manager. The Superintendent in consultation with the Emergency Manager will establish a schedule for annual review of planning documents.
- The Emergency Operations Plan and Emergency Operations Field Guide will be updated based upon issues identified during actual emergency situations, exercises or when changes occur in threat hazards, resources, capabilities, school facilities, or legal/regulatory requirements.

4.3 DISTRIBUTION AND PUBLICATION

- The Superintendent shall determine the distribution of this plan and its appendices. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for appropriate emergency partners/agencies. A distribution list shall be contained within the appendices.
- The Superintendent is responsible for overseeing the distribution of all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.
- Publication of the planning documents will be web based.
# APPENDIX 1: EMERGENCY SUPPLY INVENTORY

## Emergency Supply Inventory

<table>
<thead>
<tr>
<th>Location</th>
<th>Number of</th>
<th>Date inventory taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Unit or Size</th>
<th>Quantity per person</th>
<th>Total Recommended Inventory</th>
<th>Inventory on hand</th>
<th>Date of Inventory Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottled Water</td>
<td>16oz</td>
<td>1.50</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Medical/First Aid**

- **Gauze 4x4 12ply sponges**
  - 4" x 4"
  - 4000
  - 4000

- **Gauze rolls - 2"x4.1yds.**
  - 2" x 4.1 yds.
  - 192 rolls
  - 192 rolls

- **Gauze rolls - 3"x4.1yds.**
  - 3" x 4.1 yds.
  - 192 rolls
  - 192 rolls

- **Eye Pads**
  - 2.625" x 1.625"
  - 200
  - 200

- **Tape - Surgical**
  - 1" x 10yds
  - 120 rolls
  - 120 rolls

- **Bandages - plastic**
  - 1" x 3"
  - 1440
  - 1440

- **Bandages - Fabric**
  - 1" x 3"
  - 480
  - 480

- **Elastic Wraps(Ace)**
  - 2" x 4.5 yds.
  - 30
  - 30

- **Elastic Wraps(Ace)**
  - 3" x 4.5 yds.
  - 30
  - 30

- **Instant Cold Packs**
  - 5" x 7"
  - 144
  - 144

- **Eye wash - Squirts**
  - 20ml "Squirt"
  - 60
  - 60

- **Eye wash - Bottles**
  - 4 oz. Btl
  - 50
  - 50

- **Triple Antibiotic Ointment**
  - .9 gram foil pkt
  - 345
  - 345

- **Hydrocortisone Cream**
  - .9 gram foil pkt
  - 345
  - 345
<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgical gloves latex free (and for sanitation purposes)</td>
<td>100/box</td>
<td>0.50</td>
<td>0</td>
</tr>
<tr>
<td><strong>Sanitation:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trash (plastic buckets for)</td>
<td>5 gallon</td>
<td>0.01</td>
<td>0</td>
</tr>
<tr>
<td>toilets (plastic buckets for)</td>
<td>5 gallon</td>
<td>0.01</td>
<td>0</td>
</tr>
<tr>
<td>toilet seats/lids for plastic buckets</td>
<td>each</td>
<td>0.01</td>
<td>0</td>
</tr>
<tr>
<td>toilet paper rolls</td>
<td>rolls</td>
<td>0.20</td>
<td>0</td>
</tr>
<tr>
<td>Red biohazard plastic bags (human waste)</td>
<td>5 gallon</td>
<td>0.12</td>
<td>0</td>
</tr>
<tr>
<td>plastic bags/liners for plastic buckets</td>
<td>5 gallon</td>
<td>0.05</td>
<td>0</td>
</tr>
<tr>
<td>bottles of sanitizing gel</td>
<td>16 ox</td>
<td>0.01</td>
<td>0</td>
</tr>
<tr>
<td>Wet (antibacterial) wipes</td>
<td>varies</td>
<td>2.00</td>
<td>0</td>
</tr>
<tr>
<td>pop up bathroom shelters</td>
<td>each</td>
<td>0.01</td>
<td>0</td>
</tr>
<tr>
<td>female sanitary napkin (i.e. Maxi pads) for staff and/or secondary level students</td>
<td>30/pack</td>
<td>0.125</td>
<td>0</td>
</tr>
<tr>
<td>paper towels</td>
<td>rolls</td>
<td>0.035</td>
<td>0</td>
</tr>
<tr>
<td>paper cups (that hold hot or cold drinks)</td>
<td>each</td>
<td>1.00</td>
<td>0</td>
</tr>
<tr>
<td><strong>Communications/lights</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walkie Talkies (with AA size batteries) 25+ mile range. Not rechargeable</td>
<td>pairs</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>LED Flashlights (that use &quot;AAA&quot; batteries)</td>
<td>each</td>
<td>0.05</td>
<td>0</td>
</tr>
<tr>
<td>Lanterns (that use &quot;D&quot; batteries)</td>
<td>each</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>D batteries</td>
<td>12/pack</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>AA batteries</td>
<td>each</td>
<td>0.055</td>
<td>1</td>
</tr>
<tr>
<td>AAA batteries</td>
<td>48/ pack</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shelters/warmth</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Mylar(Silver) blankets</td>
<td>52&quot;x84&quot;</td>
<td>1.00</td>
<td>0</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Quantity</td>
<td>Unit Price</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>----------------------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>Tarps (for over and under people)</td>
<td>various</td>
<td>0.05</td>
<td></td>
</tr>
<tr>
<td>Pop up shelters</td>
<td>10'x10'</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;Little Hotties&quot; pocket warmers</td>
<td>each</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX 2: HAZARD SUMMARY

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATURAL</strong></td>
<td></td>
</tr>
<tr>
<td>EARTHQUAKE</td>
<td>History of large scale earthquakes in the PNW</td>
</tr>
<tr>
<td>FLOODING (flash flood, river, or tidal)</td>
<td>Proximity to rivers and history of flooding</td>
</tr>
<tr>
<td>WINTER STORM</td>
<td>History of severe storms in PNW</td>
</tr>
<tr>
<td>WILDFIRE</td>
<td>Higher likelihood during school break</td>
</tr>
<tr>
<td>VOLCANIC ERUPTION</td>
<td>History of devastating eruptions in PNW</td>
</tr>
<tr>
<td>TORNADO</td>
<td>Rare event in PNW</td>
</tr>
<tr>
<td><strong>MAN MADE</strong></td>
<td></td>
</tr>
<tr>
<td>ACTIVE SHOOTER</td>
<td>Increasing trend towards violent shootings</td>
</tr>
<tr>
<td>DAM FAILURE</td>
<td>Major dam breech threatens river valley</td>
</tr>
<tr>
<td>STRUCTURE FIRE</td>
<td>All structures can potentially catch fire</td>
</tr>
</tbody>
</table>
### MAN MADE CONTINUED

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS CONTAMINATION</td>
<td>Potential from virus or dirty bomb</td>
</tr>
<tr>
<td>CIVIL DISORDER</td>
<td>Rare but possible</td>
</tr>
<tr>
<td>EXPLOSION (Non Terrorist)</td>
<td>Potential for explosion from fuel truck or gas leak</td>
</tr>
<tr>
<td>HOSTAGE SITUATION</td>
<td>Rare but possible. Child custody issues can trigger.</td>
</tr>
<tr>
<td>HOSTILE INTRUDER (all weapons other than guns)</td>
<td>Potential threat from violent individual</td>
</tr>
<tr>
<td>TERRORISM/BOMB THREAT</td>
<td>Rare but possible</td>
</tr>
<tr>
<td>CHEMICAL/HAZARDOUS MATERIALS</td>
<td>Potential for chemical release on major highway</td>
</tr>
</tbody>
</table>
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td>2</td>
</tr>
<tr>
<td>Incident Command System</td>
<td>3</td>
</tr>
<tr>
<td>Command Post</td>
<td>10</td>
</tr>
<tr>
<td>Operations</td>
<td>15</td>
</tr>
<tr>
<td>Logistics</td>
<td>26</td>
</tr>
<tr>
<td>Planning</td>
<td>31</td>
</tr>
<tr>
<td>Finance/Administration</td>
<td>34</td>
</tr>
</tbody>
</table>

**Appendix A – Emergency Procedures Flip Chart**

**Appendix B – Forms**
- Command Staffing Chart
- Site Status Report
- Situation/Activity Log
- Resource Request Log
- Communication Log
- Morgue Victim Log
- Staff Duty Log
- Equipment/Supply Checkout
- Incident Staffing Log Transport Log
- First Aid Report Form
- First Aid Patient Log First Aid Status Update
INTRODUCTION

The Emergency Operations Field Guide is an annexed document, which details specific procedures and guidelines for responding to an emergency. The Emergency Operations Field Guide outlines an organized method to prepare for and respond to incidents based on the National Incident Management System and corresponding Incident Command System, which is the emergency management doctrine used across the United States to coordinate emergency preparedness and incident management among emergency responders and the public.

National Incident Management System is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. National Incident Management System enables us to work together to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.

National Incident Management System provides:
- A standardized approach to incident management that is scalable and flexible.
- Enhanced cooperation and interoperability among responders.
- Comprehensive all-hazards preparedness.
- Efficient resource coordination among jurisdictions or organizations.
- Integration of best practices and lessons learned for continuous improvement.

When to Activate
- Emergency of such magnitude that resources are required beyond individual school site capacity
- The emergency is of a long duration
- Major policy decisions will or may be needed
- A local or state emergency is declared


EMERGENCY PROCEDURES

Assess situation and remain calm

Follow standardized emergency procedures as detailed in the emergency procedures flip chart.

When a transition to the Emergency Operations Field Guide is warranted (long duration, large magnitude event) the principal will activate the Incident Command System (ICS).

**Principal:** Initiate Incident Command System (ICS) by activating post and begin outlined procedures. Assess nature of incident, request resources, delegate tasks to manage incident.

**All Teachers:**

- Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise.
- Take classroom emergency backpack if evacuating – Leave doors unlocked
- Attendance shall be taken immediately. Report missing students
- Once Incident Command is established commence to unite with Buddy Teacher to release specified staff to take on emergency related tasks

**Remaining Supervising Teachers:**

- Supervise and reassure students.
- Administer minor first aid as necessary, or send the student(s) to the first aid area once established.
- Keep a record of the location of all students at all times, using the Student Accounting Form.
- Be alert for latent signs of injury/shock in all students.

*All other staff assume designated Incident Command roles or wait for direction from the Incident Commander*
INCIDENT COMMAND SYSTEM  
OVERVIEW

Incident Command provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The Incident Command System is the combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to an incident.

The main concepts behind the Incident Command structure are: a) every emergency requires the execution of certain tasks or functions; b) every incident needs a person in charge; c) no one should direct more than seven people; and d) no one should report to more than one person.

Components of the Incident Command System include:
- Common terms established for organizational functions, resources and facilities;
- Unified command structure with a common set of objectives and strategies;
- Modular organization which expands or contracts as the incident progresses;
- Manageable span of control by one person;
- Integrated communications;

The Incident Command System is organized into five functional areas for on-scene management of all major incidents: Management, Operations, Planning, Logistics, and Finance/Administration.

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The Incident Commander is assisted in carrying out this function by an Incident Command Team which includes a Communications Officer, Safety Officer, and Liaison/Aide.

Operations: Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams.

Finance: Record keeping of financial activities including purchasing of necessary materials, tracking incident costs, timekeeping for staff.
School Site Incident Command Organization

**Incident Commander**
*Principal or Designee*
Provides overall direction of response at school site; determines level of staffing

**Communications Officer**
District Liaison/ Internal spokesperson

**Safety Officer**
Ensures safety/security of students, staff & volunteers

**Agency Liaison Officer or Aide**

**Operations**
Supports on-scene response at school site
- Search and Rescue
- Security/Traffic
- Student Care

**Planning**
Evaluates ongoing incident and coordinates long range plans
- First Aid
- Student Accounting and Release
- Site Assessment

**Logistics**
Provides services, personnel and supplies in support of incident response
- Situation Analysis
- Documentation
- Staffing Manager
- Supply Manager
- Transportation Coordinator
- Secondary Facilities

**Finance/Admin**
Tracks incident costs and timekeeping
ORGANIZATIONAL CHART

Incident Commander____________________________________________
Back-up_____________________________________________________

Safety Officer____________________________________________
Communications Officer____________________________________
Agency Liaison/Aide ______________________________________

Operations Chief_______________________________________________
Back up ______________________________________________________

Search and Rescue Team Leader_____________________________
Search and Rescue Team 1 _____________ and ________________
Search and Rescue Team 2 _____________ and________________

First Aid Team Leader____________________________________
First Aid ________________
First Aid __________________

Student Care Team Leader_________________________________

Student accounting/reunification Team Leader___________________
  Student reunification____________________________________
  Student reunification____________________________________
  Student reunification____________________________________
  Student reunification____________________________________

Site Assessment-Maintenance supervisor or trained staff only

Security/Traffic_____________________________________________

Logistics Chief______________________________________________
  Supply_________________________________________________
  Transport________________________________________________
  Staffing________________________________________________
  Facilities________________________________________________

Planning Chief______________________________________________
  Situation________________________________________________
  Documentation____________________________________________

Finance Chief________________________________________________

Date______________
INCIDENT COMMAND SYSTEM  PREPLANNING

BUDDY CLASS LIST

Pair staff with classes to double up on care of students while second teacher reports to command post for assignment.
At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

<table>
<thead>
<tr>
<th>Title</th>
<th>Role, Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management:</strong></td>
<td><strong>Incident Commander</strong></td>
</tr>
<tr>
<td></td>
<td>Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement procedures and adapt as needed.</td>
</tr>
<tr>
<td><strong>Safety Officer</strong></td>
<td>Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).</td>
</tr>
<tr>
<td><strong>Communications Officer</strong></td>
<td>Coordinates internal communication to effectively relay information between the Incident Commander staff/students on scene agencies and District Office.</td>
</tr>
<tr>
<td><strong>Liaison Officer/Aide</strong></td>
<td>Aid to Incident Command. Can assist as liaison to outside agencies (Fire, Police, Red Cross etc.)</td>
</tr>
<tr>
<td><strong>Operations:</strong></td>
<td><strong>Search and Rescue</strong></td>
</tr>
<tr>
<td></td>
<td>Searches facility for injured and missing students and staff; provide light fire suppression. Collect details of facility damage</td>
</tr>
<tr>
<td><strong>Security/Traffic</strong></td>
<td>Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter</td>
</tr>
<tr>
<td><strong>First Aid</strong></td>
<td>Provides triage and medical care, oversees documentation of care given to the injured; distributes medical supplies, establishes morgue,</td>
</tr>
<tr>
<td><strong>Student Care</strong></td>
<td>Provides long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students and staff.</td>
</tr>
<tr>
<td><strong>Student Accounting/Release</strong></td>
<td>Responsible for up to date student accounting. Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.</td>
</tr>
<tr>
<td><strong>Site Assessment</strong></td>
<td>Initial damage survey and utility shut off. Building inspection and preparation for re-entry to site if usable</td>
</tr>
<tr>
<td><strong>Planning:</strong></td>
<td><strong>Situation Analysis Documentation</strong></td>
</tr>
<tr>
<td></td>
<td>Evaluates on-going incident information and maintains ICS status surveys; collects and archives all incident documents.</td>
</tr>
<tr>
<td><strong>Logistics:</strong></td>
<td><strong>Supplies/Staffing/Transportation</strong></td>
</tr>
<tr>
<td></td>
<td>Coordinates access to food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment. tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers)</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td>Coordinates site evaluation and repairs and use of school facilities; If school not available, responsible for temporary shelters and/or locating another site to use as shelter.</td>
</tr>
<tr>
<td><strong>Finance/Administration:</strong></td>
<td><strong>Cost Accounting/Timekeeping,</strong></td>
</tr>
<tr>
<td></td>
<td>Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident.</td>
</tr>
</tbody>
</table>
Assemble and update annually a “tool kit” for the Incident Commander and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for Mobile Tool Kits:

- District/School Emergency Operations Field Guide
- ICS organizational assignments/Buddy Teacher Assignments
- Map of buildings/site with location of exits, phones, turn-off valves supplies and assembly areas.
- Floor plans of school buildings, including utilities
- Map of local streets with evacuation route marked
- Schools Staff Directory/Telephone Tree
- Local Emergency Contacts
- Emergency Procedures and Flip Chart
- Student Roster (including emergency contacts for parents)
- Supply Inventory
- Two-way radios or cellular phones
- White board with dry erase markers
- ID Lanyards or nametags
- Safety vests and hard hats to identify key personnel
- Black markers, ball point pens and note pads
- Scissors
- File folders
- Post-Its
- Highlighter pen
- Memory stick (thumb drive)
- Stapler, staple remover, staples
- Clipboards
- Tape
INCIDENT COMMAND SYSTEM

FLOW CHART

Affected School Site
Incident Commander = Principal
Determines need to activate Command Post

Notifies emergency services (fire, police)
Calls 911

Incident Commander activates
Incident Command Post, assembles Command Staff

Notifies District Superintendent

Incident Commander collects initial damage assessment, student accounting and develops initial plan to evacuate or shelter in place

Incident commander assigns roles depending on scope of emergency. Continues to monitor and assess needs adjusting plan as needed. Request and coordinate aid from District Office, or local response agencies as they become available.

Communications Officer
The Incident Commander directs on-scene operations and is responsible for overall management of the incident. It is his/her responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The Incident Commander at the school leads the Incident Management Team which may include the Communications Officer, the Safety Officer and an Agency Liaison Officer/Aide for the school.

Responsibilities: The Incident Commander (IC) is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post to observe and direct all operations.

- Ensure the safety of students, staff and others on campus
- Activate and manage the Incident Command Post
- Coordinate response efforts
- Monitor action plan and organizational effectiveness
- Lead by example: the behavior sets tone for staff and students

Start-Up Actions

- Assess type and scope of emergency
- Determine threat to human life and structures
- Activate the appropriate emergency action
  - If evacuation is necessary, verify that the route and assembly area are safe
- Set up the Incident Command Post
- Direct the opening of the emergency cache
- Obtain personal safety equipment
- Activate organizational roles/functions as needed
- Contact the Educational Service Center
- Develop an Incident Action Plan with objectives and a time frame

Operational Actions

- Determine the need for and request assistance
- Monitor and assess the total site situation
  - View site map periodically for response team progress
  - Check with section chiefs for periodic updates
- Revise Incident Action Plan, as needed
- Report and continue to periodically update status to Educational Service Center
- Reassign personnel as needed
- Begin student release, if appropriate, after student accounting is complete.
- Refer media inquiries to Education Service Center
- If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:
  - situation status
  - objectives and priorities
  - current organization and personnel assignments
  - resources en route and/or ordered
  - facilities established
- communications plan
- prognosis, concerns, related issues

- Release teachers as appropriate per district guidelines.
- Remain in charge of campus until redirected or released by the Superintendent of Schools.
- Be prepared for requests by the American Red Cross to use facility as a shelter.

**Deactivation**

- Receive briefing from public safety agency to obtain “All Clear”.
- Contact the Educational Service Center to obtain authorization for deactivation.
- Authorize deactivation of response teams as they are no longer required.
- Check with section chiefs to ensure that any open actions will be taken care of before demobilization
  - Logistics: Ensure the return of all equipment and reusable supplies
  - Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive
- Provide input to the After-Action Report
- Proclaim termination of the emergency.
- Proceed with recovery operations, if necessary

---

**Command Post Equipment/ Supplies**

- Mobile Tool Kit

**Forms:**

- Site Status Report
- Situation/Activity Log
- Command Staffing Chart
News media can play a key role assisting the school in getting emergency or disaster-related information to the public as soon as it is available. The Communications Officer working in conjunction with the Incident Commander will compile detailed site information to relay to the District Public Information Officer located at the Education Service Center. The district Public Information Officer is the only person authorized to release appropriate information to the media outlets. All media queries should be referred to the Public Information Officer for Riverview School District.

**Responsibilities:** The Communications Officer acts as the conduit for information between the command post and various internal operational areas and the Education Service Center.

**Start-Up Actions**
- Assist Incident Commander in relaying/collection operational details and objectives to appropriate areas.
- Assist Incident Commander in compiling information for site reports and action plans.
- Advise any arriving media that the Education Service Center is where all briefings shall occur.
- Open and maintain a position log of all communications relayed out of the command post.

**Operational Duties**
- Keep up-to-date on the situation.
- Issue/read internal statements approved by the Incident Commander that reflect:
  - Reassurance — “Everything is going to be OK”;
  - Incident cause and time of origin; size and scope of the incident;
  - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use;
  - Best routes to school, if known and appropriate;
  - Any information that needs to be relayed to staff and students.
- Be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
- Remind school site/staff volunteers to refer all questions from media or waiting parents to the Communications Officer or the Education Service Center.
- Update information periodically with Incident Commander.
- Monitor news broadcasts about incident. Share any misinformation with district PIO.

**Closing Down**
- Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Provide logs and other relevant incident documents to the Documentation Unit.

**Equipment/Supplies**
- Safety Vest/Hard hat/ID Lanyard
- Battery operated AM/FM radio
- Scotch tape/masking tape
- Laminated school site map poster board size for display
- Forms: Communications Log
- Student/Staff directory
- Paper/pencils/markings pens
COMMAND POST SAFETY OFFICER

Responsibilities: The Safety Officer develops and recommends measures for assuring personnel safety and assesses/anticipates hazardous and unsafe conditions. The Safety Officer is a member of the Incident Command Staff. Operating under the Incident Commander, the Safety Officer can exercise emergency authority to stop or prevent unsafe acts.

Start Up Actions
- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
  - Messages received
  - Action taken
  - Decision justification and documentation
  - Requests filled

Operational Duties
- Monitor drills, exercises, and emergency response activities for safety.
- Identify hazardous situations associated with the incident.
- Initiate appropriate mitigation measures.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Investigate accidents that have occurred within the incident area.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down
- When authorized by Incident Commander, deactivate the unit and close out all logs.
- Provide logs and other relevant documents to the Documentation Unit in Planning
- Return equipment and reusable supplies to Logistics.

Equipment/ Supplies
- Safety Vest/Hard hat/ID Lanyard
- Clipboard, paper, pens
- Binoculars
- Two-way radio
COMMAND POST AIDE/LIASON OFFICER

The Agency Liaison is a member of the Incident Command Staff. **When there is a district-level emergency, this position is generally staffed at the EOC.** Only one agency liaison is assigned for each incident, including incidents that are multi-jurisdictional. When district-level personal assumes this position the role is then identified as an Aide to the Incident Commander.

**Responsibilities:** The Agency Liaison serves as the point of contact for representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

**Start Up Actions**
- Check in with Incident Commander for situation briefing.
- Determine personal operating location and set up as necessary.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, e.g. vest or ID tag.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

**Operational Duties**
- Maintain a list of assisting and cooperating agencies.
- Keep agencies supporting incident aware of incident status and priorities.
- Monitor incident operations to identify current or potential inter-organizational problems.
- Ensure coordination of efforts by keeping IC informed of agencies’ action plans.
- Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

**Closing Down**
- At the Incident Commander’s direction, deactivate the Agency Liaison position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning.

**Equipment/Supplies**
- ID Vest
- Two-way radio, if available
- School Staff Directory
- Copies of vendor contracts
- List of local emergency contacts and resources
- Hard hat
- Clipboard, paper, pens
OPERATIONS CHIEF

Responsibilities: Operation Planning Chief manages the on-scene, immediate response to the disaster, which can include the following:
- Site Facility Check/Damage Assessment
- Security and Utilities
- Search and Rescue
- Student Care and Supervision
- Student Accounting/Release
- First Aid and Crisis Intervention

Start-up Actions
- Check in with Incident Commander or Command Post for situation briefing.
- Put on personal safety equipment, e.g. hard hat, vest and ID
- Obtain necessary equipment and supplies from Logistics.
- Identify an assistant, as needed.
- Activate and staff necessary units (Search and Rescue, First Aid, Security/traffic…etc.)

Operational Duties
- Assume the duties of all operations positions until staff is available and assigned.
- Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- Initiate and coordinate Search and Rescue and First Aid operations, if needed.
- Notify Logistics if additional supplies or personnel are needed for the Operations Section. As additional staff become available, brief them on the situation, and assign as needed.
- As information is received from various operations teams, pass it on to the Incident Commander, providing description of tasks and priorities.
- Student Release requires heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down
- At the Incident Commander’s direction, release Operations staff no longer needed.
- Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by Incident Commander, deactivate the section and close out all logs.
- Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/Supplies
- Safety Vest/Hard hat/ID Lanyard
- Clipboard, paper, pens, tape
- Supply inventory
- White board
- Two-way radio
- Job assignments
- ICS organizational assignments/Buddy Teacher Assignments
- Map of buildings/site with location of exits, phones, turn-off valves supplies and assembly areas.
- Map of local streets with evacuation route marked
- Forms: Command Staffing Chart, , Situation/Activity Log, Site Status Report
OPERATIONS SEARCH AND RESCUE

Objectives: To be conducted by available first responders. If none, then volunteers may take on the task of sweeping quickly through the school buildings to identify location of trapped or injured students and staff. Rescue those who are trapped and injured.

Safety Rules: Buddy system: 2-3 persons per team; team leader identified. Take no action that might endanger you. Do not work beyond expertise. Use appropriate safety gear (to include sturdy shoes, hard hat, eye protection and radios). Size up the situation first. Follow all operational and standard safety procedures.

Start-Up Actions
- Put on personal safety gear.
- Obtain all necessary equipment from container (see below).
- Check at Command Post for assignment.
- Check flashlight.

Operational Duties
- Before entering a building, walk around and inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check rooms first that are marked for injured person left behind (e.g., red ribbon on door handle). Systematically check all rooms.

STANDARD SEARCH ASSESSMENT MARKING

A separate and distinct marking system is necessary to conspicuously describe information relating to the location of victims in the areas searched. This will be constructed in two operations, when entering and leaving a room. It is important that the markings are specific to each area of entry (e.g., room) or separate part of the building. Use chalk, painters’ tape, or grease pencil for the markings indicated below.

ENTERING A ROOM: Draw a forward slash to indicate that search operations are currently in progress.

EXITING A ROOM: Draw a back slash across the original one, creating an “X” on the door when the primary search is completed.

- When injured victim is located, transmit location, number, and condition of injured to Command Post. Do not use names of students or staff. Administer only life-saving disaster first aid. Transport injured to First Aid Station.

- Fill in the four quadrants of the “X” using the standard marking system, which will help professional rescue teams who follow. Working clockwise from the left quadrant, mark information as described on the following page/
OPERATIONS SEARCH AND RESCUE (cont’d)

Search Team

LEFT QUADRANT: Write the SEARCH TEAM INITIALS or identifier.

Date/Time

TOP QUADRANT: Write the DATE and TIME that the search team left the room or structure

Hazards

RIGHT QUADRANT: Write any HAZARDS found, e.g., rats, toxic chemicals, broken staircase

# injured 
# dead

BOTTOM QUADRANT: Write number of LIVE and DECEASED victims still inside the structure. 0 = no victims

EXAMPLE: 10/25/11 0815 ER chlorine 2 dead

- Report by radio to Incident Command Post when room or area has cleared (example: "Room A-123 is clear"). To diminish radio clutter, consider reporting room clusters as clear.
- Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery.
- Record exact location of damage and triage on map and report information to Operations Chief.
- Keep radio communication brief and simple. Use common language, no codes.

Closing Down
- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Equipment/Supplies
- Orange Vest
- Work and latex gloves
- S&R backpack
- Site Marking Instructions
- Site maps
- Fire extinguisher
- Backpack with tools, flashlight, first aid, face masks, duct tape, grease pencil and painter’s tape to mark doors.
- Hard hat/eye protection
- Whistle with master keys on lanyard
- Campus 2-way radio
- Caution tape

*Remember: If you are not acknowledged, you have not been heard. Repeat your broadcast, being aware of other simultaneous transmissions.*
Objectives: Determine integrity of structures and utilities of affected school and surrounding area. Assess hazards related to use of available structures to shelter and care for students.

Personnel: Maintenance Supervisor, if available, is certified to do a “Rapid Visual Screening of Buildings for Potential Seismic Hazards” and “Post-earthquake safety evaluation of Buildings”

Start Up Actions
- Put on personal safety equipment, e.g. hard hat, vest and ID
- Take job description clipboard and radio and necessary tools.
- Check in with Operations Chief or Command Post for situation briefing.
- Assign personnel to assignments as needed.

Operational Duties
- Visually inspect site referring to maps and/or known affected area
- Locate/control/extinguish small fires if possible.
- Lock facilities and gates
- If possible turn off affected utilities if it is safe and/or necessary to do so (gas, power, water)
- Initiate a building survey to note structural damage and/or content damage
- Post yellow caution tape around damaged areas.
- Note damage and/or actions taken on survey report
- Relay details to Command Post
- Prepare areas for use upon student return (debris clean up and hazard removal)

Closing Down
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs.
- Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies
- Safety Vest/Hard hat/ID Lanyard
- Clipboard with job description
- Tools (gas water shutoff)
- Master Keys
- School 2-way radio
- Fire Extinguisher
- Yellow Caution Tape
Objectives: Determine need for traffic control and security of school site/evacuation site

Personnel: staff as assigned.

Start Up Actions
- Put on personal safety equipment, e.g. hard hat, vest and ID
- Take job description clipboard and radio and necessary tools.
- Check in with Operations Chief or Command Post for situation briefing.
- Assign personnel to assignments as needed.

Operational Duties
- As incident unfolds be aware of routes to and from affected area/evacuation route
- Take control of school site by insuring access points are monitored
- Designate lanes of traffic for incoming emergency vehicles
- Designate a parent parking location away from emergency operations
- Coordinate with site assessment staff to lock or secure areas
- Assist with security of student release process
- Utilize signs, cones and other methods to direct flow of parents

Closing Down
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs.
- Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies
- Safety Vest/Hard hat/ID Lanyard
- Clipboard with job description
- Maps of local streets with evacuation routes marked
- School 2-way radio
- Cones, caution tape
Objectives: Establish the First Aid triage, treatment, and counseling areas as needed. Assign staff to treat patients. Coordinate with the Search and Rescue Team and inform the Operations Chief when the situation requires health or medical services that staff cannot provide.

Personnel: First-aid trained staff and volunteers

Start-Up Actions
- Set up First Aid Station if directed by Operations Chief.
- Obtain and put on personal safety equipment including vests and non-latex or nitrile gloves.
- Check with Medical Team Leader for assignment.

Operational Duties
- Admit injured students/staff to First Aid Station, listing name on master log.
- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid Team Leader. Relocate to morgue area.
- If and when transport is available, do final assessment and document on triage tag or patient log. Keep and file records for reference—do not send with victim.
- A copy of the student's emergency information must accompany student removed from campus to receive advanced medical attention. Include parent contact information.

First Aid Stations
Triage - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

- **Immediate Care** - For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.
- **Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.
- **Minor Care** - Avoids overloading first aid station for those needing immediate care. Some can be treated in class lines.

Crisis Counseling - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control. Utilize school counselors to facilitate or oversee when possible.
Closing Down
- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/ First Aid Supplies:
- Emergency Supplies Inventory
- Safety Vest/ID Lanyard
- Paper, pens, clipboards
- Two way radio (First Aid Team Leader)
- First Aid Status Update
- First Aid Report Form
- First Aid Patient Log
- Triage Tags
- First Aid Area Signage
- Triage Chart
OPERATIONS FIRST AID: MORGUE

**Personnel:** To be assigned by the Operations Chief or may be handled through District staff.

**Start-Up Actions**
- Check with Operations Chief for direction.
- If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area; keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

**Operational Duties - After pronouncement or determination of death:**
- Confirm that the person is actually deceased.
- Do not move the body until directed by Command Post.
- Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- As soon as possible, notify Operations Chief, who will notify the Incident Commander, who will notify 911 of the location and, if known, the identity of the body. The 911 Dispatcher will notify the Coroner.
- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags.
  - Date and time found.
  - Exact location where found.
  - Name of decedent if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
- Attach one tag to body.
- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to designated morgue area (preferably remote area with access to cool tile or concrete floor with access for coroner vehicle).
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

**Closing Down**
- After all bodies have been picked up, close down the Morgue.
- Return equipment and unused supplies to Logistics.
- Clean up area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit of Planning.

**Equipment/ Supplies**
- ID Vest
- Vicks VapoRub
- Plastic tarps
- Stapler
- Morgue Victim Log
- Tags
- Pens/Pencils
- Plastic trash bags
- Duct tape
- 2" cloth tape
**OPERATIONS STUDENT/STAFF CARE**

**Objectives:** Ensure for the care and safety of all students/staff on campus except those who are in the First Aid Station.

**Personnel:** Classroom teachers, substitute teachers, and staff as assigned.

**Start Up Actions**
- Identify team leader
- Put on safety vest or position identifier
- Assess situation.
- Take job description clipboard and radio.
- Check in with Operations Chief for situation briefing.
- Assign personnel to assignments as needed.
- If school is evacuating:  
  - Verify that the assembly area and routes to it are safe.
  - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.

**Operational Duties**
- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed or refer to First Aid Station
- When necessary, provide blankets, water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Command Post.
- Make arrangements to provide shelter for students and staff.

**Closing Down**
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs.
- Provide logs and other relevant documents to the Documentation Unit.

**Equipment/ Supplies**
- Safety Vest/Hard hat/ID Lanyard
- Clipboard with job description
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- School 2-way radio
- Ground cover, tarps
- Ground cover, tarps
OPERATIONS STUDENT ACCOUNTING/RELEASE

Objective: Initial and ongoing student accounting. Provide for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.

Personnel: School Secretary, available staff and disaster volunteers. Student Release process is supported by student runners.

Start-Up Actions:
- Identify team leader.
- Put on safety vest or position identifier.
- Check with Operations Chief for assignment to Request Table or Release Table.
- Obtain necessary equipment and forms (mobile release kit)
- Secure area against unauthorized access. Mark gates with signs.
- Set up Request Table at the main student access area. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- Set up Release Table at some distance from Request Table.

Operational Duties
- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the school's Riverview School's Public Information Officer.

Procedures
- Requesting adult fills out Student Request Form, gives it to staff member, and shows photo identification.
- Staff verifies identification, pulls Emergency Release Information from file, and verifies that the requester is authorized on the card.
- Staff instructs the requester to proceed to the Release Table
- Runner takes the Student Release Form/Emergency Release Information to Student Assembly Area, walks the requested student to the Release Table.
- Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.
- If necessary, mark student with sticker or “X” on hand in colored marking pen so security personnel can check that student is authorized to leave campus.

Note: If a parent is hostile or refuses to wait in line, don’t argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document.

If student is with class in the Assembly Area:
- Runner shows Student Release Form to the teacher
- Teacher marks box, “Sent with Runner.”
- Runner walks student to Release area and hands paperwork to personnel
- Release staff match student to requester, verify proof of identification
- Release staff completes/files forms and adds student to release log
If student is not with the class:
- Teacher makes appropriate notation on Student Log.
- “Absent” if student was not in school that day.
- “First Aid” if student is at First Aid Station.
- “Missing” if student was in school but now cannot be located.
- Runner takes Request form back to Request Gate.
- Request gate verifies student location if known and directs runner accordingly.
- Parent should be notified of missing student status and escorted to Crisis Counselor.
- If student is in First Aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, parent will be notified by a staff member.

Closing Down
- At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies
- Safety Vest/Hard hat/ID Lanyard
- Clipboards for Parent Request forms
- Student Emergency Release Information
- Signs marked Request Table and Release Table
- File box with Emergency Release Information (one per student)
- Signs for alphabetical grouping to organize request lines
- Post-it tabs to indicate absent students, missing students, those in First Aid.
- Map with location of Student Release Table and parent parking area
- Forms: Student Release Forms
LOGISTICS

LOGISTICS CHIEF

Responsibilities: Logistics Section Chief is responsible for arranging facilities, staffing, equipment, and coordination of transport in support of the incident.

Start-up Actions
- Check in with Incident Commander and Operations Chief for situation briefing.
- Open supplies container or other storage facility.
- Put on personal safety equipment, e.g. hard hat, vest and ID
- Begin distribution of supplies and equipment to initiate operations (or assign to aid)
- Set up staging manager and area to manage staffing for emergency operations
- Designate a transport manager to monitor and assess need for relocating students
- Designate a facilities manager to be responsible for temporary shelter or school site use

Operational Duties
- Assume the duties of all Logistics positions until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Coordinate supplies, equipment, and personnel needs with the Operations Chief.
- Maintain security of cargo container, supplies and equipment.
- Oversee staffing, transport, facilities and supply activity and relay status of available resources and/or issues to command post.

Closing Down
- At the Incident Commander’s direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Equipment/Supplies
- Safety Vest/Hard hat/ID Lanyard
- Two way radio
- Clipboards with volunteer sign-in sheets
- Pens, marking pens
- File folders
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Forms: Command Staffing Chart, Situation Activity Log
Objective: Coordinate the assignment of personnel (staff, students, disaster volunteers) in support of the incident response.

Start-Up Actions
- Check in with Logistics Chief for situation briefing.
- Put on safety vest or position identifier.
- Open three logs to list staff, volunteers, and student runners who are awaiting assignment.
- Identify Staging Area

Operational Duties
- Create a list of available personnel/skillset
- Deploy personnel as requested by the Incident Commander or Operations Chief.
- Track location of staff and direct them to return to staging when released from assignment.
- Oversee and manage effective use of available staff. Utilize skilled staff in appropriate locations.
- Unregistered volunteers should be sent to the community volunteer site, if there is one. If needed on site, verify identity, register volunteer, and consider simple assignments such as parking and crowd control, distribution of Student Request forms to parents.

Closing Down
- Ask volunteers to sign out.
- At the Logistic Chief’s direction, close out all logs and turn them in to Documentation Unit.
- Return all equipment and supplies.

Equipment/Supplies
- Safety Vest/Hard hat/ID Lanyard
- Clipboards with Volunteer Sign-in sheets
- Incident Staffing Log
- 2-way radio
- Paper, Pens
Objectives: Track and disperse equipment, supplies, and materials in support of the incident response. Facilitate and coordinate food supplies, meal preparation, meal/water distribution, sanitation set-up. Request additional resources.

Start-Up Actions
- Check in with Logistics Chief for situation briefing.
- Open supplies container or other storage facility if necessary.
- Put on safety vest or position identifier.
- Assist with necessary supplies to set up the Incident Command Post.

Operational Duties
- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating supplies and equipment.
- Track location and status of inventory.
- Relay status reports of inventory to Command Post.
- Oversee procurement of supplies of necessary

Closing Down:
- At the Logistic Chief’s direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

Equipment/Supplies
- Safety Vest/Hard hat/ID Lanyard
- Clipboard
- Cargo container or other storage facility and all emergency supplies stored on campus
- Inventory of supplies
- Forms: Equipment/Supply checkout, Resource Request Log
Logistics Facilities

Objectives: Provide facilities in support of the incident response. Facilitate and coordinate areas for student care, meal distribution, and sanitation. Set-up and debris removal for existing facilities or building of temporary shelters.

Start-Up Actions
- Check in with Logistics Chief for situation briefing.
- Put on safety vest or position identifier.
- Determine location for student care and support areas (sanitation and feeding).

Operational Duties
- In conjunction with the Incident Commander determine where students shall be cared for until released.
- Create temporary shelter or determine secondary location for students if building unavailable.
- Set up feeding area, sanitation area and other facilities as needed.
- Arrange for debris removal.
- Coordinate site repairs and use of school facilities.

Closing Down:
- At the Logistic Chief’s direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

Equipment/Supplies
- Safety Vest/Hard hat/ID Lanyard
- Clipboard with Job description
- Shelter Supplies stored on campus
- 2-way radio
- Paper, pens
- Tools
LOGISTICS TRANSPORT

Objectives: Coordinate transportation of students

Start-Up Actions
- Check in with Logistics Chief for situation briefing.
- Put on safety vest or position identifier.

Operational Duties
- In conjunction with the Incident Commander determine where students will be relocated.
- Communicate with transporting agency (district, private or outside agency) as to number of students and destination
- Set up boarding area and check-in to account for students being relocated
- Monitor status of students transported by ambulance to local hospitals

Closing Down:
- At the Logistic Chief’s direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

Equipment/Supplies
- Safety Vest/Hard hat/ID Lanyard
- Clipboard
- Transport Log
- 2-way radio
- Paper, pens
Objectives: This Planning Section Chief is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions
- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on safety vest or position identifier.
- Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties
- Assume the duties of all Planning positions until staff available and assigned
- Assign staff to assume duties of situation analysis and documentation as needed.
- Oversee activities and report to Command Post.
- Assist Incident Command Staff with long term planning (over 12+ hours)

Closing Down
- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Equipment/ Supplies
- ID Vest
- 2-way radio paper, pens
- Forms: Emergency Time/Situation Report
- Clipboards
- File box
Objectives: Collect, evaluate, document and use information about the development of the incident and the status of resources.

- Maintain accurate site map.
- Provide ongoing student/staff and facilities status data, analysis of situation and resource status.

Start-up Actions
- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on safety vest or position identifier.

Operational Duties

**Situation Status (Map)**
- Establish, coordinate and direct verbal and written communications with section chiefs.
- Collect, organize and analyze incident information.
- Update situation status boards as new information is received.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- Mark site map appropriately as related reports are received. This includes Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Direct media or public inquiries to the Incident Command Post or District Public Information Officer.

**Situation Analysis**
- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Commander to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Incident Commander. Refer all other requests to Public Information Officer.

Closing Down
- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

**Equipment/ Supplies**
- Safety Vest/Hard hat/ID Lanyard
- 2-way radio
- Large site map of campus, laminated
- Map of county and local area
- Clipboards
- Paper, pens, dry-erase pens, tissues
- File box
Objectives: Collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions
- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on safety vest or position identifier.
- Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

Records
- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with district Emergency Operations Center.
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference (file box).

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting
- Receive, record, and analyze Student Accounting forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Incident Commander.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

Closing Down
- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Equipment/ Supplies
- Safety Vest/Hard hat/ID Lanyard
- 2-way radio paper, pens
- Clipboards
- File box
**Responsibilities:** Finance/Administration Chief is responsible for financial tracking, procurement records, and timekeeping related to the disaster. Follow district forms and procedures.

**Start-Up Actions**
- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest.
- Locate and set up work space.

**Operational Duties.**
- Collect any receipts and or financial records that pertain to purchases made during the emergency
- Track and record hours of staff members during emergency operations
- Support Logistics in making any purchases that have been approved by the Incident Commander.

**Closing Down**
- At the Incident Commander’s direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

**Equipment/Supplies**
- Safety Vest/Hard hat/ID Lanyard
- Paper, pens
- Calculator
- Accounting and timekeeping logs
- Clipboard
- File folders
If a dam breach has occurred, evacuate immediately, following the route on the attached map. Evacuate all the way to the evacuation site.

If you have reason to believe that the dam has or could have been breached (for example - in the event of an earthquake) and the City of Carnation’s emergency public announcing system is not functioning, there is a number to call to confirm the condition of the dam. Contact the Superintendent or designee and request that the Seattle Water (owners and operators of the dam) command center is called to confirm the condition of the dam.
Earthquakes

Classroom Procedures: Earthquake procedures are initiated to protect students and staff from immediate dangers which may include falling objects and collapsed buildings due to violent shaking of the earth.

PREPAREDNESS

☐ Maintain printed copy of current class list and note any student absences. Keep the list in a safe, easily accessible place.
☐ Keep the classroom emergency kit up to date, watch supply expiration dates. Keep the kit in a safe, easily accessible place, near the door.
☐ Participate fully in all earthquake drills.
☐ If you have an assignment as part of the ICS team, make sure you have a “buddy teacher” to take care of your students.
☐ Provide instruction to your students in advance of the earthquake, explaining why we should Drop, Cover and Hold, and what to do when the ground shaking stops.
☐ If you have any special needs students, test any special procedures that will be needed during and after the earthquake. These special procedures should be part of regular scheduled drills.
☐ Conduct a routine hazard hunt to ensure items are properly secured, heavy objects are kept low, etc.

RESPONSE

☐ Drop, Cover and Hold at first sign of the ground shaking. Hold on to the leg of the desk or table until the shaking stops.
☐ If cover is not available, drop near interior weight bearing wall.
☐ Stay away from windows, light fixtures and suspended objects.
☐ If outside, move away from buildings or any overhead objects and Drop, Cover and Hold.
☐ If an evacuation is ordered, take students out of the building, with emergency class list, and supplies.
☐ Be alert as you lead students down stairwells or corridors to anything (dangling lights and ceiling struts, broken glass, slippery floors, etc.) that could hurt them or you. Be ready to Drop, Cover and Hold if an aftershock occurs.
☐ Prepare to follow Emergency Operations Plan to assist in care and reunification of students with guardians.

RECOVERY

☐ Follow the school emergency preparedness plan.
☐ Know the procedures for getting first aid or other help to students who need it.
☐ Take roll.
☐ Report missing or unaccounted for students.
☐ Calm frightened students.
☐ Be prepared for aftershocks, Drop, Cover and Hold, until the shaking stops.
Fire or Fire Alarm (Including Drills)

Fire Drills, as required by law, are held three times per year. Students should be instructed as soon as possible, within the first week of school, regarding fire drill procedures and practice escape routes and possible complications.

Response Actions

1. Upon detection of smoke or fire, sound fire alarm immediately. Call 911. If alarm is activated from an unknown source, always proceed as if there was an actual fire.

2. Evacuate building using the following Fire Evacuation Plan:
   - Upon hearing the alarm, each teacher with their attendance records and emergency backpack will lead class out the pre-designated exit if not blocked by smoke and fire. Use alternate route if necessary to safely evacuate.
   - Assist handicapped or hearing impaired students with evacuation
   - All windows and doors to classroom should be closed and the lights turned off if time permits.
   - The restrooms should be checked and cleared of all students by assigned staff members.
   - Classes will line up quietly at the designated assembly area and face away from the school.
   - There is absolutely no talking in the fire drill line.
   - Teachers should immediately take roll and use red or green card to indicate if students are either missing (RED) or all accounted for (GREEN). Report missing students to administration.
   - After initial accounting the Check-In Leader will collect formal attendance sheets
   - Classes will remain in the designated location until they are dismissed by the principal or designee. If safe to continue with classes students will walk quietly back to the building. Staff will enter first followed by students.

3. Designated Staff Duties:
   - **Custodian on duty:** Will monitor the alarm and if false, or unplanned alarm, s/he will help locate source or reason. If evacuating the area they will secure all exterior doors.
   - **Communications Officer:** Stays in the office (if safe) to manage the communications with Security/Fire Dept./District Office, etc. Turns off the alarm when “all clear” signal is given by the Principal.
   - **Attendance Secretary:** Take attendance of Students, Staff and account for Visitors

4. Implement Emergency Operations Field Guide-Establish Incident Command Post:

5. Notify Education Service Center

6. Make recommendation on cancellation or resumption of routine school operations.
Shelter-in-Place

Classroom Procedures:
“Shelter-in-place” is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To “shelter-in-place” means to take immediate shelter where you are and isolate your inside environment from the outside environment.

PREPAREDNESS
- Explain to students the reasons for “shelter-in-place” — answer questions and reassure students.
- Review “shelter-in-place” procedures at least annually with your students.
- Inventory classroom emergency equipment, including Emergency backpacks and duct tape to seal rooms.
- Assess your classrooms or office to determine which spaces are appropriate for sheltering use.

RESPONSE
- RESPOND TO SHELTER-IN-PLACE ALERT.
  - “SHELTER IN PLACE. THIS IS NOT A DRILL.”
    - MOVE to your assigned shelter location with your students.
    - SWEEP any students staff or visitors in the hallway into your shelter room.
    - LOCK all exterior doors (lock exterior doors near your room).
    - CLOSE windows. SEAL windows, vents and door frames with duct tape if directed to do so.
    - TURN OFF any classroom heating or ventilation.
    - INSTRUCT students to stay calm. Share developmentally appropriate information.
    - DO NOT USE the telephone system to request information (follow protocols for email).
  - ASSESS SITUATION.
    - Inventory any injuries or other problems (panic, medical emergencies).
    - Take a complete written roll of all students and visitors/staff in your classroom.
    - Report accounting of all staff/students/visitors to main office/command post.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.
  - Provide first aid if needed. Calm and re-assure upset students.
  - Use supplies in your emergency kit as needed or necessary.
  - Allow students to use cell phones to contact parents (will reduce anxiety).
  - Use caution if allowing students to watch TV newscasts.
  - Try to keep students occupied to reduce anxiety.
  - Construct bathroom area with trash cans/plastic liners in as private area as possible.
- WAIT FOR INSTRUCTIONS.
  - Close window shades or blinds if instructed that explosion is a possibility
  - Monitor e-mail (if available) for updates from administration.
  - WAIT FOR “ALL CLEAR” SIGNAL or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

RECOVERY
- Assess the need for aftercare or counseling by students in your care.
- Contact front office with names/numbers of students who need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions. Provide feedback to administration to improve planning/response cycle.
- Re-stock emergency supplies as needed.
**ASSAULTS**

- Diffuse the situation, keep assailant/victim calm. Keep others away from the location. Avoid the risk of physical injury to anyone.
- Administer first aid if necessary.
- Call **911** if a weapon is present, if an injury requires medical attention, or if there is a threat of future violence.
- Do not leave assailants or victims by themselves. They may be in shock or try to leave.
- Contact building administrator/main office.
- Office will notify the parent/guardian if students are involved.
- Document the situation, including names of bystanders or witnesses. Designate a staff member to do this if building administrator must leave the scene.
- Office will notify the Superintendent’s Office if **911** are called. (Ext. 4504)
BOMB THREATS

- Call 911 immediately.

- Keep caller on the phone and obtain as much information as possible, including:
  1. Time set for detonation
  2. Exact location of bomb
  3. Description of the bomb
  4. Type of explosive used

- Note other pertinent details, such as:
  1. Time of call
  2. Exact words used
  3. Sex of caller
  4. Estimated age
  5. Identifiable accent/voice description
  6. Identifiable background noise

- Contact Building Administrator/Main office (do not use walk talkies).

- Building administrator and law enforcement officers will decide whether to evacuate the building. If the building is evacuated, normal fire drill procedures should be used. **DO NOT announce specific reasons for evacuation.** Every precaution should be taken to avoid panic, which could result in injury to students and staff.

- Building administrator may conduct a room-to-room search using available police, fire fighters, and staff.

- Office will notify Superintendent’s Office. (Ext. 4504)

**Device found:**

1. **DO NOT TOUCH** the device!
2. Evacuate and seal off the area.
3. Call 911 immediately.
4. Wait for trained bomb squad to arrive.
Lockdown

Classroom Procedures:
Lockdown is initiated to isolate students and staff from immediate dangers which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or proximal police activity.

PREPAREDNESS
- Review lockdown procedures annually with your students; participate in mandatory drills
- Inventory classroom emergency equipment, advise administration of needed equipment or supplies.
- Prepare window blackout materials (for windows without blinds).
- Carry your keys at all times.

RESPONSE
- Contact the main office to report a perceived danger.
- Administrator or law enforcement will make the decision to lock down the school.
- **RESPOND TO LOCKDOWN ALERT:**
  - "OUR SCHOOL IS IN LOCKDOWN. THIS IS NOT A DRILL."
  - MOVE students in outdoor areas to indoors **if safe to do so.**
  - SWEEP any students in the hallway into your room.
  - LOCK all doors (lock exterior doors near your room).
  - CLOSE windows and blinds, COVER exposed windows (secondary students can assist).
  - TURN OFF lights and SILENCE PHONES
  - INSTRUCT students to stay calm, stay quiet, stay low, and stay out of sight.
  - DO NOT OPEN your door for any reason until an “all clear” is received.
  - DO NOT USE the telephone system to request information (follow protocols for email).
  - COMMUNICATE known threats to the office by email or radio (e.g., “intruder north hall”).
- ASSESS SITUATION.
  - Inventory any injuries or other problems (panic, medical emergencies, intruders).
  - Take roll of all students in your supervision.
  - Write your needs or problems on card if possible (e.g. “two minor injuries”).
  - Take a complete written roll of all students in your classroom.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.
  - Provide First Aid. Calm and re-assure upset students.
  - Use supplies in your emergency kit as needed or necessary.
- WAIT FOR "ALL CLEAR" SIGNAL or communications from command post or responders. Do not open doors or look out windows until “All Clear” is communicated (responders will have keys).

RECOVERY
- Assess the need for aftercare or counseling by students in your care.
- Contact front office with names/numbers of students who need counseling or aftercare.
- Resume normal operations as soon as possible.
- Allow students time for physical activity or verbal stress relief.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions; provide feedback to administration to improve response.
Secure and Hold

Classroom Procedures:
Secure and Hold is initiated to isolate students and staff inside the school from potential hazards outside the school. Secure and Hold is typically used when threats in the vicinity of the school may escalate and pose a threat to students in or near the campus.

PREPAREDNESS
- Review Secure and Hold procedures at least annually with your students.
- Inventory classroom emergency equipment, advise Emergency Response Team of needed supplies.
- Prepare window blackout materials (for windows without blinds).
- Carry your keys at all times.

RESPONSE
- Contact the main office to report a perceived danger.
- Administrator or other authorized person will make the decision to initiate Secure and Hold.
- **RESPOND TO SECURE AND HOLD.**
  - "OUR SCHOOL IS INITIATING SECURE AND HOLD. THIS IS NOT A DRILL."
  - RETURN to building from any outside areas if safe to do so.
  - DIRECT all students in hallways to return to their assigned room.
  - LOCK all exterior doors (lock exterior doors near your room).
  - CLOSE windows and blinds, COVER exposed windows (secondary students can assist).
  - FOLLOW instructions from main office regarding protocols / allowable activities.
  - REASSURE students by keeping calm and continuing allowed activities.
  - SUPERVISE student movements between rooms, limit other hall traffic.
  - DO NOT OPEN exterior doors for any reason until an “all clear” is received.
  - DO NOT USE the telephone system to request information (follow protocols for email).
  - COMMUNICATE known threats to office.
- ASSESS SITUATION.
  - Communicate problems (panic, medical emergencies, intruders).
  - Report any problems or needs to the main office.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.
  - Calm and re-assure upset students.
  - Use supplies in your emergency kit as needed or necessary.
- WAIT FOR “ALL CLEAR” SIGNAL or communications from command post or responders. Do not open exterior doors or look out windows until “All Clear” is communicated.

RECOVERY
- Assess the need for aftercare or counseling by students in your care. Allow students time for physical activity or verbal stress relief. Allow traumatized students to contact parents if desired.
- Contact front office with names/numbers of students who need counseling or aftercare.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions. Provide feedback to administration to improve response.
- Re-stock emergency supplies as needed.
STUDENT THREATS

Intro: Each school has a crisis team in place to assess various issues such as threat assessment. Depending on the urgency and severity of a situation, the principal (schools), program manager (programs), or team lead (district office) will convene the team. Depending on the situation the principal or team will follow the steps outlined below:

Threat reported to principal/program manager/team lead:

Step 1. Evaluate threat.
- Obtain a specific account of the threat by interviewing the student who made threat, the recipient of threat, and other witnesses.
- Write down the exact content of the threat and statements made by each party.
- Consider the circumstances in which the threat was made and the student’s intentions.

Step 2. Decide whether threat is clearly transient or substantive.
- Consider criteria for transient versus substantive threats.
- Consider student’s age, credibility, and previous discipline history.

Step 3. Respond to transient threat.
Typical responses may include reprimand, parental notification, or other disciplinary action. Student may be required to make amends and attend mediation or counseling.

Step 4. Decide whether the substantive threat is serious or very serious.
A serious threat might involve a threat to assault someone (“I’m going to beat that kid up”). A very serious threat involves use of a weapon or is a threat to kill, rape, or inflict severe injury.

Step 5. Respond to serious substantive threat.
- Take immediate precautions to protect potential victims, including notifying intended victim and victim’s parents.
- Notify student’s parents.
- Consider contacting law enforcement.
- Refer student for counseling, dispute mediation, or other appropriate intervention if appropriate.
- Discipline student as appropriate to severity and chronic nature of the situation.
- Office will notify the Superintendent’s Office. (Ext. 4504)

Step 6. Conduct safety evaluation.
- Take immediate precautions to protect potential victims, including notifying the victim and victim’s parents.
- Consult with law enforcement.
- Notify student’s parents.
- Begin a mental health evaluation of the student if appropriate.
- Discipline student as appropriate. Threat is serious. Threat is clearly transient. Threat is substantive or threat meaning not clear. Threat is very serious.

Step 7. Implement a safety plan.
- Complete a written plan.
- Maintain contact with the student.
- Revise plan as needed.
If someone on campus is carrying or is suspected of carrying a dangerous weapon on campus, **assess safety risk.** In no case should staff endanger self or others.

**Immediate Danger!**

- Call **911.**
- Contact building administrator/main office **immediately.**
- Suspect will be brought to the office until police arrive.
- Follow lockdown procedures if necessary. (see next tab).
- Office will contact the Superintendent’s Office as soon as possible. (Ext. 4504)
IMPORTANT PHONE NUMBERS

EMERGENCIES

FIRE AND POLICE BUSINESS NUMBERS

- DUVALL POLICE DEPARTMENT 425-788-1519
- KING COUNTY SHERIFF 206-263-9133
- KING COUNTY FIRE DIST. 10 CARNATION 425-333-4129
- KING COUNTY FIRE DIST. 45 DUVALL 425-788-1625
- WASHINGTON STATE PATROL 425-649-4370

HOSPITALS

- CHILDREN’S HOSPITAL (SEATTLE) 206-987-2000
- EVERGREEN HOSPITAL (KIRKLAND) 425-899-1000
- GROUP HEALTH HOSPITAL (CENTRAL) 206-326-3000
- GROUP HEALTH HOSPITAL (EASTSIDE) 425-883-5151
- OVERLAKE HOSPITAL (BELLEVUE) 425-688-5000
- VALLEY GENERAL HOSPITAL (MONROE) 360-794-7497

MISCELLANEOUS

- CHILDRENS’ PROTECTIVE SERVICES (WEEKDAYS) 800-962-0073 (24HRS) 1-800-562-5624
- ENCOMPASS NORTHWEST 425-888-2777
- CRISIS CLINIC 1-866-427-4747
- DEPARTMENT OF FISH & WILDLIFE 425-775-1311
- KING COUNTY ANIMAL CONTROL 206-296-7387
- POISON CENTER 1-800-222-1222

UTILITIES

- CARNATION WATER DIST. 425-333-4484
- CITY OF CARNATION 425-333-4192
- CITY OF DUVALL 425-788-1185
- PUGET SOUND ENERGY (POWER OUTS/NATURAL GAS LEAKS) 1-888-225-5773
- UNDERGROUND UTILITIES LOCATOR 1-800-424-5555
- WATER DIST. 119- STILLWATER 425-788-2885

DISTRICT NUMBERS

- ESC MAIN OFFICE NUMBER 425-844-4500
- SUPERINTENDENT’S OFFICE 425-844-4504
Appendix B - Forms

Command Staffing Chart – to be utilized by the Incident Commander and Section Chiefs and Staffing Manager to track key assignments

Site Status Report – to be utilized by Incident Commander and Operations Chief to log updated site information to be relayed to outside agencies or the Educational Service Center

Situation Activity Log – To be utilized used by Incident Commander and Section Chiefs to log situations and corresponding activities

Resource Request Log – To be utilized by Supply Manager to track requested resources and relay to command post

Communications Log – To be utilized by Communications Officer to track incoming and outgoing communications

Morgue Victim Log – To be utilized by Morgue Manager to log deceased individuals

Equipment/Supply Checkout- To be utilized by Supply Manager to track outgoing inventory

Incident Staffing Log- To be filled by Staffing Manager to fill secondary assignments as needed utilizing on-hand staff or spontaneous volunteers

Transport Log - To be utilized by Transport Manager to log movement of students to other locations

First Aid Report Form – To be filled out by medical personnel caring for the injured

First Aid Patient Log – To be utilized by First Aid Team Leader to log all patients in the patient care area

First Aid Status Update – To be utilized by the First Aid Team Leader to update the Command Post or Operations Chief of ongoing patient status
## Command Staffing Chart

<table>
<thead>
<tr>
<th>Area</th>
<th>Position/Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command</td>
<td>Incident Commander</td>
</tr>
<tr>
<td></td>
<td>Safety Officer</td>
</tr>
<tr>
<td></td>
<td>Communications Officer</td>
</tr>
<tr>
<td></td>
<td>Agency Liaison/Aide</td>
</tr>
<tr>
<td>Operations</td>
<td>Operations Chief</td>
</tr>
<tr>
<td></td>
<td>First Aid Team Lead</td>
</tr>
<tr>
<td></td>
<td>Morgue</td>
</tr>
<tr>
<td></td>
<td>Student Care Team Lead</td>
</tr>
<tr>
<td></td>
<td>Water/Food</td>
</tr>
<tr>
<td></td>
<td>Sanitation</td>
</tr>
<tr>
<td></td>
<td>Search and Rescue Team Lead</td>
</tr>
<tr>
<td></td>
<td>Site Assessment</td>
</tr>
<tr>
<td></td>
<td>Student Accounting Team Lead</td>
</tr>
<tr>
<td></td>
<td>Security/Traffic</td>
</tr>
</tbody>
</table>

Incident Commander:  

Command Post:  

Staffing Manager:  

Date/Time:
| Logistics   | Logistics Chief |
|            | Supply Manager |
|            | Transport Manager |
|            | Staffing Manager |
|            | Facilities Manager |

| Planning   | Planning Chief |
|            | Situation Manger |
|            | Documentation Manger |

| Finance    | Finance Chief |
|            | Timekeeping |
|            | Accounting |
## Site Status Report

**Incident Commander:**

**Cell Phone:**

**Command Post Name/Location:**

**School:**

### Student Accounting:

<table>
<thead>
<tr>
<th></th>
<th>Absent</th>
<th>Injured</th>
<th>Sent to hosp./med</th>
<th>Deceased</th>
<th>Missing</th>
<th>Released to Parents</th>
<th>Student Care Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Structural Damage Reporting** - indicate on attached map areas of collapse or structural damage. Include state of school grounds, status of roads, downed power lines, water main rupture etc.

<table>
<thead>
<tr>
<th>✓</th>
<th>Damage/Problem</th>
<th>Status</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Structural Damage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water Leak</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fire</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electrical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heating/Cooling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Operational Areas Status:

<table>
<thead>
<tr>
<th>✓</th>
<th>Area</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sanitation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Aid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Morgue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Assembly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Release</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crisis Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staging Area</td>
<td></td>
</tr>
</tbody>
</table>

First Aid Status:

<table>
<thead>
<tr>
<th>Type of patients in treatment area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red-Most critical injuries-urgent transport priority</td>
<td></td>
</tr>
<tr>
<td>Yellow-Serious injuries-practical transport priority</td>
<td></td>
</tr>
<tr>
<td>Green-Walking wounded-low priority transport</td>
<td></td>
</tr>
<tr>
<td>Black-Expectant/Deceased</td>
<td></td>
</tr>
</tbody>
</table>

Search and Rescue Status: Map details on location of trapped individuals. Include map detailing areas searched and cleared and any inaccessible areas.

Completed by: ________________________________  Date: __________  Time: __________
## Situation-Activity Log

**Circle one:**
- Command
- Operations
- Logistics
- Planning
- Finance

<table>
<thead>
<tr>
<th>Time</th>
<th>Situation</th>
<th>Response/Action</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Information:**

Completed by: _____________________________   Date: _____________________________
# Resource Request Log

<table>
<thead>
<tr>
<th>Requesting Area/Name</th>
<th>Amount</th>
<th>Supplies Requested</th>
<th>Fulfilled</th>
<th>Ordered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Communications Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Received/Relayed</th>
<th>Communication:</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Morgue Victim Log

<table>
<thead>
<tr>
<th>Name:</th>
<th>Time of Death:</th>
<th>Next of Kin:</th>
<th>Revd by Coroner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Equipment/Supply Checkout

<table>
<thead>
<tr>
<th>Name/Area</th>
<th>Equipment/Supplies</th>
<th>Amount</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Incident Staffing Log

## Incident Staffing Log

<table>
<thead>
<tr>
<th>Staffing Manager:</th>
<th>Staging Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>S-staff</th>
<th>Assignment/Area:</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
</table>

**Notes:**
Transport Log

<table>
<thead>
<tr>
<th>Transport Manager:</th>
<th>Staging Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

*Only transport students that have been checked out by Student Accounting*

<table>
<thead>
<tr>
<th>Student/Grade:</th>
<th>Transported to:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# First Aid Report Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Gender:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>DOB:</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Chief Complaint:</td>
<td>Allergies:</td>
</tr>
<tr>
<td>Transported/Released to:</td>
<td>Medications:</td>
</tr>
</tbody>
</table>

- Bleeding
- Burn
- Concussion
- Laceration/cut
- Dislocation
- Discoloration/bruising
- Electric shock
- Fracture
- Abrasion
- Inflammation/swelling
- Loss of consciousness
- Difficulty breathing
- Poisoning/inhaled smoke or vapor
- Spine or neck pain
- Paralysis
- Sprain/strain
- Traumatic shock
- Amputation

Patient description of injury/symptoms and how occurred:
### Caregiver description of injury/symptoms:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient transported to:</td>
<td></td>
</tr>
<tr>
<td>Patient sent home with parent/guardian:</td>
<td></td>
</tr>
<tr>
<td>Patient sent back to assigned teacher:</td>
<td></td>
</tr>
<tr>
<td>Patient deceased:</td>
<td></td>
</tr>
<tr>
<td>Patient:</td>
<td>Triage</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of patients in treatment area</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Red- Most critical injuries- urgent transport priority</td>
<td></td>
</tr>
<tr>
<td>Yellow- Serious injuries- practical transport priority</td>
<td></td>
</tr>
<tr>
<td>Green- Walking wounded- low priority transport</td>
<td></td>
</tr>
<tr>
<td>Black- Expectant/Deceased</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of patients transported</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital/ clinic via Ambulance</td>
<td></td>
</tr>
<tr>
<td>Hospital/ clinic via private vehicle</td>
<td></td>
</tr>
<tr>
<td>Released to parent/guardian (home)</td>
<td></td>
</tr>
<tr>
<td>Taken to secondary emergency medical site</td>
<td></td>
</tr>
</tbody>
</table>

Status of resources available for patient care:

Request for Resources:

Staffing-

Supplies-
Chemical Hygiene Plan

Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.
Chemical Hygiene Plan

Contents
Overview and Introduction ..........................................................3
Roles and Responsibilities .........................................................5
General Laboratory Rules and Procedures ...............................6
Chemical Usage .......................................................................10
Chemical Inventory Sheet (completed example) .....................16
Blank Chemical Inventory Sheet ............................................17
Safety ....................................................................................18
Chemical Spills .....................................................................22
Training .................................................................................25
Middle School Science Safety Contract .................................27
Flinn Scientific’s Student Safety Contract – High School ........28
Biological Laboratory Safety ..................................................35
Responsibility Matrix ............................................................37
Overview / Introduction

Per WAC 296.828, laboratories in the state of Washington are required to have written chemical hygiene plans to protect employees from health hazards and keep chemical exposure below mandated limits. Instituted in 1990 by OSHA and adopted by WISHA, the Laboratory Standard is designed to address specific safety needs of any laboratory. The Laboratory Standard ensures that employees, who work in a laboratory setting will be protected from any chemical exposures that exceed permissible exposure limits and will be educated about the hazardous nature of chemicals used in the laboratory. Riverview School District has the ultimate responsibility to ensure that all schools and work sites comply with the Laboratory Standard.

Riverview School District’s Chemical Hygiene Plan describes practices, procedures, equipment, and facilities to be used by employees, students, visitors and other personnel working in worksites and laboratories where chemicals, flammables, and potentially hazardous materials exist. By following the practices and procedures within the Chemical Hygiene plan, students and adults will be protected from any chemical exposure that exceeds permissible exposure limits and educated as to the hazardous nature of the chemicals they use.

The purpose and intent of the District’s Chemical Hygiene Plan are:

1) Protect employees and students from health hazards associated with hazardous chemicals in the laboratory
2) Keep chemical exposures below established permissible exposure limits as specified in WAC 296.828
3) Define roles and responsibilities for implementation of the District and building Chemical Hygiene plans
4) Implement a system to record all student and employee exposures to hazardous chemicals using district incident report
5) Delineate permissible exposure levels (PEL) that do not require routine monitoring as well as exposure levels that do require monitoring
6) Inform employees of Laboratory Standard in WAC 296.828 and its appendices
7) Define and implement required training for employees
8) Provide means for employees to access specific information as mandated by WAC 296.828
9) Define and implement a procedure for the ordering, receiving, and storing chemicals
10) Define a review and evaluation process for both the district and building chemical hygiene plans

All employees, working with chemicals, flammables, and potentially hazardous materials, are expected to be proficient in carrying out the provisions of the district and their work site or building Chemical Hygiene plans. If there are deficiencies in training, materials, or lack of understanding of the Chemical Hygiene plans, the employee or his/her department head will immediately notify the identified -building or work site supervisor and/or the appropriate district level administrator(s).

It is the responsibility of Riverview School District to do everything required and within the law to keep work sites and laboratories safe learning and working environments (Labor and Industries/WISHA). All employees will take prudent and reasonable steps to prevent accidents from happening. It is the responsibility of the employees to maintain clean, uncluttered facilities. Examples of Labor and Industries and WISHA requirements to protect all persons in laboratory situations include but are not limited to the following: properly working tools, and equipment, safety signs and posters, safety guards, and the wearing of personal protective equipment (PPE).

All Riverview School District employees are responsible for maintaining safe working and learning environments at their work sites and laboratories. All employees will take prudent and reasonable steps to prevent accidents, maintain clean and uncluttered facilities, and maintain and use safe practices and procedures when using, storing, and disposing of chemicals, flammables, and hazardous materials. Employees are responsible for keeping their work site or laboratory clean, uncluttered, and safe by returning chemicals and equipment to their proper locations and cleaning up at the end of the lab activity and reporting or procuring repair for faulty equipment.
WAC 296.828 Chemical Hygiene Plan

Chemical Hygiene Plan—General

1) Where hazardous chemicals as defined by this standard are used in the workplace, the employer will develop and carry out the provisions of a written chemical hygiene plan which is:
   a) Capable of protecting employees from health hazards associated with hazardous chemicals in the laboratory
   b) Capable of keeping exposures below the limits specified in WAC 296.828

2) The Chemical Hygiene Plan shall be readily available to employees, employee representatives, students, parents and, upon request, to the Director of the Department of Labor and Industries.

3) The Chemical Hygiene Plan shall include each of the following elements and shall indicate specific measures that the employer will take to ensure laboratory employee protection:
   a) Standard operating procedures for safety and health considerations to be followed when laboratory work involves the use of hazardous chemicals
   b) Criteria that the employer will use to determine and implement control measures to reduce employee and student exposure to hazardous chemicals including engineering controls, the use of personal protective equipment, and hygiene practices. Particular attention shall be given to the selection of control measures for chemicals that are known to be extremely hazardous
   c) A requirement that fume hoods and other protective equipment are functioning properly and specific measures that shall be taken to ensure proper and adequate performance of such equipment
   d) Provisions for employee information and training as prescribed in WAC 296.828
   e) The circumstances under which a particular laboratory operation, procedure, or activity shall require prior approval from the district Chemical Hygiene Officer before implementation
   f) Provisions for medical consultation and medical examinations in accordance with WAC 296.828
   g) Designation of personnel responsible for implementation of the Chemical Hygiene Plan including the assignment of a Chemical Hygiene Officer

4) Provisions for additional employee protection for work with particularly hazardous substances. These include "select carcinogens," reproductive toxins or teratogens and substances which have a high degree of acute toxicity. Specific consideration shall be given to the following provisions which shall be included where appropriate:
   a) Establishment of a designated area
   b) Use of containment devices such as fume hoods or glove boxes
   c) Procedures for safe removal of contaminated waste
   d) Decontamination procedures

5) The employer (CHO) shall review and evaluate the effectiveness of the Chemical Hygiene Plan at least annually and update it as necessary.

6) Appendix A of this code provides guidance to assist employers in the development of the Chemical Hygiene Plan.

[Statutory Authority: Chapter 49.17 RCW. 90-17-051 (Order 90-10), § 296-62-40009, filed 8/13/90, effective 9/24/90.]
Roles and Responsibilities

The Riverview School District Chemical Hygiene Officer will oversee and assist with the implementation of this plan. However, each employee is responsible for conducting him/herself in accordance with this plan. Also see the responsibility matrix starting on page 37.

1) **Assistant Superintendent Curriculum/Human Resources** reports to the Superintendent
   a) Ensures that all secondary schools follow District Chemical Hygiene Plan
   b) Receives updated information from the Chemical Hygiene Officer on the Chemical Hygiene Plan
   c) Supports District Chemical Hygiene Officer in carrying out district-wide safety training program for certificated staff on classroom and laboratory safety
   d) Supports principals in offering training opportunities to staff
   e) Acts as resource to the chemical hygiene officer for curriculum and instructional requirements in regards to chemical hygiene

2) **District Chemical Hygiene Officer** reports to **Assistant Superintendent Curriculum/Human Resources** and acts as liaison to all administrative staff as needed
   a) Provides primary support to building science departments (e.g., regarding policies, procedures and any concerns regarding chemicals, hazardous materials, and laboratory safety)
   b) Establishes annual program of safety audits
   c) Holds safety training for all science teachers once a year and for new teachers
   d) Ensures that annual Chemical Hygiene Plan reviews and revisions are completed
   e) Provides secondary principals with current information, updates, and school responsibilities
   f) Receives and keeps current copies of all building chemical inventories
   g) Sends copies of building chemical inventories to the designated “administrator” in charge of maintaining the data on the web based mapping system at least annually
   h) Communicates regularly with building staff
   i) Has authority in approving all chemical orders
   j) Has authority in approving any new demonstration or laboratory that uses hazardous concentrations of chemicals

3) **Secondary School Principals**
   a) Are in charge of building safety and are knowledgeable on the Chemical Hygiene Plan
   b) Ensure that building staff follows practices and procedures as outlined in the chemical hygiene plan
   c) Ensure that teachers have proper safety training and support safety training of staff
   d) Receive an annual inventory of chemicals at school site from building Chemical Hygiene Officer and insures the maintenance of the data on the web based mapping system

4) **Science Staff** reports to the building principal. In accordance with teachers’ duties of instruction, supervision and maintenance, teachers
   a) are responsible for maintaining a safe learning environment
   b) providing instruction and demonstrate safe and proper operating procedures for the laboratory and safe use of all equipment throughout the year
   c) conducting student safety program
   d) planning ahead and are aware of potential risks and hazards of labs and experiments
   e) assisting the chemical hygiene officer in carrying out his/her duties
   f) providing review for students before laboratory on potential risks and hazards
   g) obtaining prior approval from the chemical hygiene officer for any new demonstration or laboratory that uses hazardous concentrations of chemicals
General Laboratory Rules and Procedures

Nine Things a science teacher shall practice and master over time:

1) **Prudent Practice** – Learn the three tests, minimize risk and use your references. The best defense against accidents is good training and practice and using prudent practice in all situations. Trained professionals try to apply three key tests to situations to help them reduce risk (a. Prudent, b. Reasonable, c. Foreseeable). It takes time to learn how to apply prudent practice in the workplace and there’s no substitute for experience. It is impossible to stop accidents from occurring, so you will take action to minimize risk. The following resource items are important in order to support prudent practice:

   d) Washington Industrial Safety and Health Administration Safety and Health Core Rules (WAC 296-828) (www.Ini.wa.gov/wisha/rules/corerules/default)
   f) Current National Fire Protection Act 1500 series code (www.nfpa.org/codes)
   g) Current Material Data Safety Sheets
   h) Dangerous Waste Regulations, Chapter 173-303 WAC
   j) NSTA recommendations including NSTA Guide to Science Facilities (www.nsta.org)
   k) Trade catalogs for example, Flinn, Sargent Welch, Fisher Scientific
   l) Laboratory Safety Institute: Laboratory Safety Guidelines: 40 steps to a Safe Lab (www.labsafety.org/40steps.htm)

2) **Understand your duties as a prudent, safe teacher.** Your three duties are….

   a) **Duty of Instruction** – Your job is to train students to operate safely first.
      i) You shall provide complete instruction as to the rules, procedures, equipment, supplies, proper conduct, and risks to the students prior to their doing laboratories or investigations
      ii) You shall assess students’ safety knowledge and skills, keep appropriate documentation, and review and reassess their skills over time
      iii) Report conditions where you cannot properly perform your duty of instruction in your given assignment to the administration in writing
   b) **Duty of Supervision** – As a teacher you shall:
      i) Be able to supervise your students working in the laboratory at ALL times, so that you can correct their procedures and maintain a safe classroom environment
      ii) Remove students or ask administrators to remove students who are unwilling to follow safety rules and/or who demonstrate inappropriate behavior
      iii) report when conditions are presented where you cannot properly supervise your students during labs due to the nature of the assignment
   c) **Duty of Maintenance** – as a safe and prudent teacher, you shall ensure:
      i) The equipment you use is properly inspected, tested, repaired, and maintained
      ii) Precautions are taken to inspect, test, and make needed repairs to equipment prior to use by students
      iii) Students are not allowed to use unsafe equipment, supplies, or facilities and report deficiencies to the administration in writing (e.g., insufficient ventilation, improperly installed or inoperative safety equipment)
      iv) Exercise Prudent Practice
      v) Know, follow and firmly enforce all safety rules, procedures and equipment use procedures

3) **Exercise Prudent Practice**
a) Know, follow and firmly enforce all safety rules, procedures and equipment use procedures.
b) Ensure you are fair. Implement a Zero Tolerance policy for violations of safety rules, procedures, and equipment use procedures.
c) Work within your confidence level and expertise when demonstrating science experiments.
d) Recognize when Personal Protective Equipment (PPE) and Safety equipment are required to be used, know how to find it, and inspect it prior to use.
e) Chemicals – Know and use established procedures for ordering, storing, labeling, using, clean up, and disposal of all chemicals you use.
f) Report, review, and regularly follow up all Accidents and Safety Discrepancies.
g) Enact and pursue a vigorous training program.
h) Be familiar with first aid training, emergency procedures, and know your rights to medical treatment.
i) Perform Audits and Inspections – Audit your own spaces jointly with knowledgeable colleagues on a regular basis as directed by building CHO.

General Laboratory Rules and Procedures

- **Access** - Lock your classroom when you are not present.
- **Safety Rules** - Follow all Riverview School District’s Science Safety Rules and train all students to do this too. Riverview School District has a Zero Tolerance policy for safety rule violations for students.
- **Riverview School District Emergency and Personal Protective Equipment** - Routinely inventory and check prior to operations. Use Personal Protective Equipment for all staff and students. Mark and ensure all emergency and safety equipment is accessible.
- **Post Emergency telephone numbers** by the telephone in all classrooms for the Nurse and Emergency Operator (911).
- **Emergency and Alternate Evacuation Routes** are to be posted by the exit door.
- **Fire Exits** - Keep fire exits, emergency equipment and master utility controls accessible.
- **Aisles** - Keep all aisles clear and clean. Arrange desks in such a manner that students may quickly exit in the dark and if there’s damage to the lab.
- **Ventilation** - If ventilation is not working, open doors and windows, and evaluate if you should secure operations.
- **Electrical Equipment** - Never operate electrical equipment with frayed cords or plugs. Do not operate electrical equipment with wet hands or cords in sinks.
- **Glassware** - Do not use chipped, etched or cracked glassware. Chipped or scratched glassware presents a serious breakage hazard when heated or handled.
- **Clean up spills and broken glass** - immediately and thoroughly. Follow approved spill cleanup procedures. Spills shall be cleaned up by trained personnel, not students.
- **Experimenting** - Students may experiment with the instructor’s approval and presence.
- **Work and floor surfaces** - are to be kept free of clutter and cleaned regularly.
- **Storage** - Shelving above or below any work area, such as a sink, shall be free of chemicals. Shelving units are to be secured to walls or floor to prevent tipping of entire sections. Limit the type of items put on cabinet tops, floors, or inside, above and under sinks. (This may present a fire hazard and decreases efficiency.) Fume hoods are not to be used as storage devices. All containers in science spaces shall be labeled and dated.
- **Damaged equipment** is to be reported immediately and properly tagged out of order or removed.
- **Equipment** for which there is no projected use in the future shall be removed from lab and surplused.
- **Running** is not allowed in laboratories, especially during emergencies.
- **Cell phones** - Do not use cell phones around or near chemicals due to spark hazards.
Personal Hygiene Requirements

All employees working with chemicals, flammables, and potentially hazardous materials shall know and understand the personal hygiene and safe behavior practices outlined in the District and work site or building Chemical Hygiene plans.

1) Washing – All students and employees will wash thoroughly with soap after any chemical exposure or before leaving the laboratory or work site in which chemicals are present and in use
2) Smelling Chemicals – No student or employee will ever smell chemicals directly
3) Drinking – Do not drink from lab glassware or other lab containers
4) Foodstuffs in the laboratory – Foodstuffs (food, drink, gum) are prohibited from any work site, laboratory, storage, and/or prep area in which chemicals and toxic materials are present. It is the responsibility of the instructor to ensure the safety of students while in the laboratory; eating or drinking where toxic materials are present can put unnecessary risk on students.
   a) Refrigerator – Never store food in a laboratory refrigerator that has been used to store chemicals
5) Cosmetics – Cosmetics will not be applied in a laboratory
6) Clothing – Contacts can be worn by employees and students. In case of emergency splash to the eye, contacts will be removed while flushing eyes in the eye wash.
7) Clothing – Employees and students will wear clothing that provides protection as well as prevents potential accidents or risks. Instructors are responsible for ensuring that students are appropriately dressed when working in a laboratory situation.
   a) Shoes will be low healed and closed-toed. Open-toed shoes or sandals do not fully support the foot.
   b) Clothing length – clothing shall be of reasonable length; neck to knees
   c) Loose sleeves – Button or roll up sleeves securely
   d) Neckwear – Students, teachers, and employees will avoid wearing any neckwear while in a laboratory situation
   e) Hair – Students, teachers, and employees will tie back long hair while working with chemicals, flammables, and where potentially hazardous materials exist

Employee Personal Protective Equipment Plan (PPE)

All employees working with chemicals and potentially hazardous materials shall use protective safety equipment to reduce potential chemical, high temperature, and flash exposures. It is their responsibility to check that the equipment is present and in operational order. All employees working with chemicals, flammables, and potentially hazardous materials shall:

- Know the locations of all personal protective equipment
- Know how to use each appropriately
- Make sure all PPE is in operational order

1) Eye protection - It is critical that eye protection be available and in operational order. Work sites and laboratories, where chemicals are used, shall maintain a firm goggle policy. Students and employees shall be provided with appropriate eye safety protection and a means to regularly clean the safety eyewear between use. Employees and students shall make visible inspections of their eye protectors prior to use. Any defective safety eyewear shall be removed from use and replaced. Appropriate safety eyewear will be worn at all times when working with chemicals, glassware or when flames are used in the laboratory.
   a) Chemical splash goggles shall meet ANSI Z87.1 standard. Safety eyewear shall fit over eyeglasses securely
      i) Work sites and laboratories shall have cleaning and disinfecting procedures for safety eyewear to reduce the spread of eye disease (e.g., sterilizing cabinets or process, disinfectant solutions or sprays, soaking in a soap solution maintained at 120°F for 10 minutes running through dishwasher)
      ii) Safety eyewear shall be disinfected after every use following cleaning procedures recommended in the ANSI Z87.1
b) Face shields shall be worn when circumstances require protection beyond safety goggles, gloves, and lab coats.

c) Safety Shields (Portable) – at least two safety shields shall be used:
   i) Whenever Chemical Splash goggles and Face shields alone will not provide enough protection from the hazards presented.
   ii) For all demonstrations involving high temperature reactions (e.g., thermit) and water reactive explosives (e.g., Sodium, lithium, potassium)

2) Gloves – Wear gloves which offer protection for the specific hazards you may find in the lab.
   a) Check a manufacturer’s selection guide to ensure appropriateness
   b) Inspect all GLOVES for discoloration, punctures, or leaks prior to use/reuse
   c) Use of double gloves may be appropriate for multiple hazard situations
   d) Avoid reusing gloves unless you are sure no hazard is presented by doing so

3) Aprons – Employees and students shall wear a chemical-resistant apron when working with chemicals, flammables, and where risk and hazardous situations are potential. Work sites and laboratories will have available chemically resistant aprons for students, teachers, and employees to wear.

4) Ear protection - shall be provided if exposure to a noise level exceeds that of a WISHA standard

5) Other personal safety equipment includes:
   a) Ultraviolet Light Cabinets or other means for disinfecting Safety Goggles
Chemical Usage

Introduction

All employees working with chemicals shall know and understand as provided by annual training:

- **hazards and risks before using chemicals**
- **how to properly store and use** chemicals purchased for their site.
- **reasonable and prudent practice in ordering and purchasing** amounts of chemicals for their site or laboratory.
- **how to use neutralizing chemicals**, such as a spill kit, dry sand, kitty litter, and other spill control materials, readily available at each work site or laboratory.
- **proper chemical disposal procedures**

General Rules and Procedures

1) **Chemical exposures** - minimize all chemical exposures.
   a) Avoid skin contact with chemicals.
   b) Wash thoroughly with soap after any chemical exposure and before leaving the laboratory or work site.
2) **Know and understand the hazards of the chemical** as stated in the MSDS and other references.
3) **Working alone** – it is prudent practice not to work alone with potentially hazardous chemicals in the laboratory, chemical storage or prep areas. It is required that another informed adult is aware of your activities.
4) **Chemical demonstrations** - never perform a first-time chemical demonstration in front of a class. First-time demonstrations shall be practiced to evaluate the safety of the demonstration. Never perform a chemical demonstration that is unpracticed or beyond confidence level and ability.
5) **Do not taste chemicals** if it is necessary to smell chemicals use the wafting technique.
6) **Have spill kits available when using corrosive chemicals**

Procurement

1) **Prior to Purchase**:
   a) Review experiments and demonstrations and adjust chemical orders annually
   b) Minimize quantities of each chemical ordered
      i) Try to identify supply sources within other science departments first
   c) High-risk chemicals shall be purchased and stored in limited amounts.
   d) Review the hazards and precautions for protection before purchasing any chemical
   e) Review clean up and disposal requirements for each chemical being ordered
   f) District Chemical Hygiene Officer will review all chemical orders before submission for purchase
2) **Checking in Chemicals**
   a) Incoming shipments of chemicals are not to be opened and transported after opening by school personnel other than qualified science teachers, trained Instructional Aides or CHO. Ensure the special shipping containers are retained for chemical storage.
   b) Inspect each item for soundness, identify storage location, then properly label receipt and enter all required data (see page 31) into inventory
      i) Containers will not be accepted without adequate identification labels. All labels on incoming containers of hazardous chemicals shall not be removed or defaced
      ii) Dates - From 5/1/2006 on all employees shall label all chemicals with the received shipment date. This will allow us to determine the age of a substance at a later date
      iii) Material Safety Data Sheets (MSDS) shall be kept in a notebook near the work site and readily available to all laboratory employees
      iv) Review MSDS and file properly
Chemical Storage and Access

It is critical that all employees know how to properly store all chemicals that are purchased, stored, and used at their work site. The storage of hazardous chemicals will be limited and practical. A work site or laboratory shall maintain no more than a two-year supply of risk chemicals or the smallest amount that can be purchased, whichever is smallest. Hazardous chemicals shall be segregated into well-identified categories and stored in identified areas with proper exhaust ventilation. Chemical storage areas shall be kept safe and uncluttered. Formal inspections of storage areas will occur annually in cooperation with the District CHO with documented records kept and made readily accessible to employees. Informal inspections will take place throughout the year to ensure safety and compliance to storage procedures. All chemical storage areas will be wired into the building’s PA system to both receive and send messages.

Storage of Chemicals

1) Restrict access of chemical and storage area to staff. Due to the risks and potential hazards, the chemical storage area shall remain locked at all times. Only authorized personnel will be allowed in the chemical storage areas. It will remain off limits to students and other unauthorized personnel.

2) Chemical storage areas shall be well-identified with proper signage
   a) Identification Labels - chemical storage area and cabinets shall be labeled to identify the hazardous nature of the products stored within. This will allow fire department officials to quickly identify this potentially hazardous area.

3) Ventilation of Storage area – the storage room shall be ventilated by at least ten changes of air per hour. The chemical storage exhaust shall be isolated from the general building ventilation system and prevented from intake into building

4) Secure Storage - All chemicals are to be stored in the Science Prep Room’s locked chemical storage cabinets unless they are in use in classrooms, or in the Prep room disposal container.

5) Proper storage - Ensure all chemicals are properly stored in their compatible chemical families in separate and secure cabinets with secondary containment trays per the chemical inventory. (See WA state and other reference manuals for details)
   a) Chemicals are stored on shelves with lips or secondary containment to prevent containers from rolling off. Shelving sections shall be secured to walls or floors to prevent tipping of entire sections.
   b) Eye Level - Avoid storing chemicals on shelves above average eye level of staff without a foot stool
   c) Store away from sinks, counter edges, etc. Shelving above any work area, such as a sink, shall be free of chemicals or other loose miscellany
   d) Chemicals are not stored on the floor except those in approved shipping containers for very limited periods of time awaiting check in, shipment, or disposal
   e) Do not store any materials above dry chemical storage cabinets. It will restrict the cabinet’s ventilation
   f) Store the stock chemicals in secondary containment if at all possible.
   g) Sunlight and heat - Avoid exposing chemicals to these conditions
   h) All chemicals or wastes shall be properly labeled
   i) Never store chemicals in Fume Hoods – fume hoods are not meant for chemical storage
   j) Keep work site or laboratory refrigerators dedicated for chemical storage only. Food shall never be stored in a laboratory refrigerator
   k) All cabinets will be checked annually by District CHO and be maintained, repaired, or replaced as needed (see audit/discrepancy section)

Storage Requirements – Corrosive Materials Handling Instructions

Corrosive materials storage areas and cabinets shall be labeled to identify the hazardous nature of the products stored within them. Employees shall take extreme care when working with corrosive materials in the work site and laboratory, following the handling instructions below:
1) **Storage** - Store corrosives in appropriate and properly ventilated corrosives cabinets
2) **Secondary Containment** – There shall be a secondary containment tray (e.g., tote trays) within the cabinet. Both the tray and the acid cabinet shall be flushed clean annually, using proper procedures
3) **Shipping Containers** - If possible, keep certain items in the original shipping package (e.g., acids and bases in the special Styrofoam cubes)
4) **Safety Eyewear** - Working with corrosive materials requires special eyewear. (see PPE plan)
5) **Inspections** – Employees shall inspect all shelf clips in acid cabinet every six months to check for possible corrosion. Work site or laboratory chemical hygiene officers shall be notified of corrosion and immediate repairs shall be made to ensure the safety and integrity of the cabinet
   a) Written documentation of the inspections shall be readily available to all employees

### Storage Requirements – Flammable Chemicals Handling Instructions

Employees shall use utmost care and caution when working with flammable chemicals. Employees shall read manufacturer’s instruction and MSDS before using this product. Stored flammables shall be examined annually for replacement, deterioration and chemical integrity. Any unneeded or flammables beyond reasonable and safe opening dates shall be discarded, following district, state, and federal regulations. **Formal reviews shall occur yearly** to ensure the safety of the work site or laboratory. The following procedures shall be followed:

1) **Storage** - Store all flammables in a dedicated, FM approved flammable material cabinet, and in accordance with local fire codes
2) **Temperature** - Keep cool; apply no sources of heat
3) **Ignition sources** - Store away from all sources of ignition
4) **Incompatible** - Store away from all oxidizers
5) **Refrigeration** - Never store flammables in refrigerators unless the refrigerator is explosion proof
6) **Sunlight** - Avoid storing any flammable materials in direct sunlight

### Storage Requirements – Compressed Gas Handling Instructions

Employees shall use utmost care and caution when working with compressed gas. Employees shall read manufacturer’s instruction and MSDS before using this product. Any defective or spent cylinders shall be removed from the work site or laboratory. The work site or laboratory is responsible for inspecting and removing spent or defective cylinders. **Formal reviews will occur yearly** to ensure the safety of the work site or laboratory. The following procedures shall be followed:

1) **Handling** - Compressed gases will be handled as high-energy sources, and therefore, as potential explosives
2) **Protection** - Always protect the cylinder valve stem
3) **Exposure to heat** - Avoid exposure of cylinders to heat. Do not store gas cylinders in direct sunlight
4) **Valves** - Never lubricate, modify, force or tamper with a cylinder valve
5) **Oil** – Keep all petroleum products away from compressed gas cylinders
6) **Toxic and reactive gases** - Cylinders of toxic or reactive gases shall be used only under a fume hood
7) **Re-ignition** - Do not extinguish a flame involving a combustible gas until the gas is shut off – otherwise it can reignite- possibly causing an explosion
8) **Securing gas cylinders** - Gas cylinders shall be secured in place. They will be protected to prevent valve damage, which may be caused by falling.(Annual inspection by CHO)

### Working with and Using Chemicals

It is paramount that all employees working with chemicals know and understand the hazards and risks before using them. MSDS and other references shall be kept on hand, read, and utilized on a regular basis. Within a work site or laboratory, employees shall practice utmost care to prevent potential risks and hazardous situations.
General Rules and Procedures

Employees shall understand the hazards of working and using chemicals and will avoid underestimating chemical hazards and risks

1) Be thoroughly familiar with hazards and precautions for protection before using any chemical
   a) Wear appropriate Personal Protective Equipment
   b) Brief all personnel concerned on the precautions that will be taken and appropriate personal protective equipment to be used

2) Keep a copy of the MSDS for ready reference in an area convenient to all science classrooms.

3) Always study the precautionary data, review MSDS and its contents before using any chemical substance. If in doubt, ask colleagues or outside sources to get proper information prior to use.

4) Have a stocked chemical spill kit with materials in sufficient quantity to respond to the worst case scenario. Clean up and dispose of chemical spills quickly and correctly.

5) Have materials ready to dispose of “used chemicals” as soon as a laboratory procedure is complete.

6) Return all chemicals to their normal storage location in the science storeroom as soon as possible.

7) Record chemical usage on chemical inventory with month/year and initials.

8) Label all chemicals and solutions with names, hazard information, manufacturer, date purchased and opened following label guidelines. This will allow anyone to determine the age of a substance at a later date.

9) Solutions made in the laboratory shall include solution name, contents, concentrations, hazard information, date made, and preparer's initials.

Prior Approval Procedures

There may be some procedures and/or chemicals, which require prior approval. These will be determined by cooperation and communication between the specific department requesting the demonstration and the Chemical Hygiene Officer.

Any new demonstration or lab that uses hazardous concentrations of chemicals in the following categories: corrosives, flammables, toxins, carcinogens, mutagens, teratogens, or possible allergens, will require assessment by one’s colleagues within the department and review by the chemical hygiene officer before being demonstrated in front of students. In the event that the teacher and the chemical hygiene officer are one in the same, the review will be conducted by the building principal.

Science Lab Demonstrations

Science Lab Demonstrations can be a method to engage a student's interest in science, demonstrating concepts, and connecting students to real life.

All science demonstrations shall be performed in a way that the demonstration doesn’t result in any injury, damage, or put the teacher and/or school district in a liability situation. The following are twelve guidelines to consider when planning any new or non-reoccurring science demonstration:

1) Standards – What science standard are you illustrating? How does your demonstration tie to the standard?

2) Input and Past practice – Who has done this demonstration before? A phone call might help solve safety issues.

3) Practice – required before the demonstration. Schedule practice with ample time prior to demonstration.

4) Venue – Is the demonstration to take place inside or outside? What's cool outside can become unsafe inside.

5) Audience – Who’s watching? What type of safety instructions do they need?

6) Hazards - What are the potential hazards in this demonstration? How can risk be minimized? Review MSDS sheets

7) Personal Protective Equipment – What’s the best PPE for the demonstrator(s), and the audience?
8) **Safety Equipment** - What, where and how will it be stationed? Who will operate it in case of need?
9) **Space** – How much space will be needed for the entire demonstration?
10) **Distance** – What is a safe distance for the demonstrator and the audience?
11) **Special Equipment.** Can you add equipment to make it safer?
12) **Disposal** – What procedures will you need in order to dispose of any waste produced in the demonstration?

**Special Procedures – Specific Safety Rules and Guidelines for All Chemicals Including Toxic and Carcinogenic Substances**

1) The following are critical safety guidelines for all employees working with chemicals in the work site or laboratory. It is imperative that employees use hazardous substances under the strictest safety conditions:
   a) The permissible exposure limit for a chemical is less than 50 ppm as indicated on the chemical MSDS
   b) Using carcinogens, mutagens, teratogens and allergens. Employees shall use these hazardous materials only under a fume hood.
   c) Handling toxic, corrosive, flammable and noxious chemicals.
   d) Ether shall be disposed of properly by districted designated agency.
2) **Water-reactive solids** – Water-reactive solids such as sodium metal and potassium metal shall be stored under dry oil (e.g., mineral oil)
   a) Flammable solids (sodium, potassium, lithium, etc.) shall only be used in very small quantities
3) **Finely divided (dust-like) material** - Extreme caution shall be taken when handling finely divided (dust-like) material. Finely divided materials may form explosive mixtures with air.

**Chemical Inventory**

An updated standard chemical inventory will be maintained at all times. The safety of staff and students rests on a proper updated inventory always being kept available.
1) Conduct Chemical inventory checks annually; updated inventory of all chemicals, their amounts and location will be kept readily accessible in the laboratory or work site.
2) Stored chemicals shall be examined annually for replacement, deterioration and chemical integrity
3) Any unneeded or chemicals/solutions beyond reasonable and safe opening dates shall be discarded, following district, state, and federal regulations
4) Excess chemicals that are not being used within a reasonable length of time and will be disposed of using proper procedures. MSDS shall be kept readily accessible for employees.
5) The proper updated inventory will always be available.

*I copy of the updated chemical inventory will be given to the building principal and District Chemical Hygiene Officer, at the beginning of each school year*

**Computerized Laboratory Chemical Inventory System**

This section steps through the use of a computerized chemical inventory system. The Washington State Department of Ecology’s Hazardous Waste and Toxics Reduction Program has a manual and disk that can be used to develop and maintain a chemical inventory system. There are other chemical inventory systems that are available through purchase (e.g., Flinn MSDS Chemical Inventory). You can add chemicals not listed or you can delete chemicals not in your inventory. The disk provides blank inventory sheets and a listing of commonly used laboratory chemicals, color coding for compatible chemical storage, storage hazards, and disposal priority codes. The sections of the inventory sheet are explained below:
1) **MSDS-** Put an X if you have a MSDS for that certain chemical. Leave blank if you do not have a MSDS, and need to acquire one
2) **CHEMICAL-** Name of Chemical including any synonyms
3) **COLOR CODING/ LOCATION** - Place the appropriate color and inorganic/organic code for compatible chemical storage of the specific chemical. Also provide location information of chemical (i.e., room #, shelf or cabinet)

4) **INVENTORY NUMBER/AMOUNT** - Place assigned inventory number and amount of chemical stored

5) **STORAGE HAZARDS** - Input any hazardous information about the chemical

6) **CONTAINER CONDITION** - Rate the condition of the container as poor, fair, or good. Include information such as condition of label, age of bottle, etc.

7) **MANUFACTURER/COST** - List the name of manufacturer and cost of product for repurchase knowledge

8) **COMMENTS/ PRIORITY CODES FOR DISPOSAL** - Use this space to record information you want to note, such as the disposal priority code

Priority codes are provided for your use when trying to decide priority for which chemicals will be disposed because of age, container condition, outdated or excess. Priority codes could also be helpful in prioritizing disposal of chemicals when budget constraints dictates disposal be done in phases. The following numbers are the disposal priority for chemicals of concern:

1 = Explosive/Shock Sensitive - some are always unstable and others become unstable over time or in certain conditions
2 = Carcinogen/Mutagen - Known or probable cancer-causing or gene-altering chemicals
3 = Highly Toxic - Contact and/or inhalation poisons
4 = Corrosive - Acid or bases that dissolves metal or glass; skin irritant
5 = Reactive - Cyanide or sulfide bearing, or reactive with water/air
6 = Flammable - Ignitable, with a flashpoint less than 140°F

**Transportation of Hazardous Chemicals for Disposal**

Only qualified personnel assigned by the District are allowed to transport shipments of hazardous chemicals for disposal. All shipments shall be sealed and transported in accordance with King County and State regulations for transportation of hazardous chemicals.

**Disposal and Treatment of Chemicals**


“Treat by generator” (for evaporation, neutralization, or disposal) or package and store for later pickup. Once you have identified the correct method:

1) **Follow the proper procedures** as outlined by WA State to dispose of the chemical
2) **Log** in the appropriate record-keeping template (evaporation, dissolution, naturalization)
3) **Disposal** – The Risk and Safety Department will assist with the disposal of chemicals by providing the name and number of the current disposal contractor.
   a) Store chemicals with proper packaging and labels in a secure location while awaiting pickup
   b) When the disposal contractor takes the waste, they will leave a Manifest. The original must be sent to the Risk and Safety Department. A copy may be retained in the building files.

**Chemical and Solutions Labels (Examples)**

<table>
<thead>
<tr>
<th>Chemical Name: ____________</th>
<th>Chemical Name: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration: ______________</td>
<td>Concentration: ______________</td>
</tr>
<tr>
<td>Molarity: _________________</td>
<td>Molarity: _________________</td>
</tr>
<tr>
<td>Mixed By (Initials): __________</td>
<td>Mixed By (Initials): __________</td>
</tr>
<tr>
<td>Date Mixed: ________________</td>
<td>Date Mixed: ________________</td>
</tr>
<tr>
<td>Opened: ________________</td>
<td>Opened: ________________</td>
</tr>
</tbody>
</table>

*see specific dilution guidelines for specific chemicals for septic vs. non-septic systems.*
### Chemical Inventory Sheet (completed example)

<table>
<thead>
<tr>
<th>MSDS</th>
<th>Chemical</th>
<th>Color Coding/Location</th>
<th>Inventory Number</th>
<th>Number of Containers</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hydrofluoric acid</td>
<td>White, I-9 acid cabinet</td>
<td>#000004</td>
<td>1</td>
<td>1-L</td>
</tr>
<tr>
<td></td>
<td>Phosphorus</td>
<td>1-10B, Red flammable</td>
<td>#000011</td>
<td>1</td>
<td>5g</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Storage Hazards</th>
<th>Container Condition</th>
<th>Manufacturer and Costs</th>
<th>Comments and Codes for Disposal Priority</th>
<th>Purchase Date</th>
<th>Opened Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissolves glass toxic</td>
<td>Poor</td>
<td>Baxter, $/liter</td>
<td>(3,4) dispose ASAP</td>
<td>4/04</td>
<td>5/04</td>
</tr>
<tr>
<td>Flammable toxic</td>
<td>Good</td>
<td>Baker, cost unknown</td>
<td>(3,6) store away from oxidizers</td>
<td>3/04</td>
<td>5/04</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Blank Chemical Inventory Sheet

<table>
<thead>
<tr>
<th>MSDS</th>
<th>Chemical</th>
<th>Color Coding/Location</th>
<th>Inventory Number</th>
<th>Number of Containers</th>
<th>Amount</th>
<th>Storage Hazards</th>
<th>Container Condition</th>
<th>Manufacturer and Costs</th>
<th>Comments and Codes for Disposal Priority</th>
<th>Purchase Date</th>
<th>Opened Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Safety

Facilities and Safety Measures

This section details certain procedures and equipment to maintain safe facilities and equipment. It includes safety measures, safety audits, and reporting of discrepancies.

Facilities

1) **Power Failures and Master Control Shut Off Procedures** – Each building or work site will have procedures to follow in event of a power failure. Employees shall know where and how to shut off master controls in case of emergency at their work site. A schematic map/drawing of the master utility controls shall be kept readily available and accessible at each building site.
   a) Know building or work site’s procedure in the event of a power failure. Have these written procedures posted in their work site or laboratory
   b) Know location and how to use fire alarms, master utility controls to shut off gas, electrical and water supplies at work site, laboratory, and/or building
      i) Each work site or building’s master utility controls to shut off gas, electrical, and water supplies will be readily accessible to employees, teachers, and authorized personnel
      ii) Have clear signage to designate these controls

2) **Ventilation** – The laboratory shall meet Washington State ventilation standards. It is the responsibility of the Riverview School District to utilize the standards when systematically checking laboratory ventilation systems. Any deviations from the recommended standard will be repaired per an established timeline. Laboratory safety depends on the maintenance and operational working condition of the ventilation system. When turning on the laboratory ventilation system, it shall
   a) Provide an air exchange that meets Federal and state guidelines as required by law (WAC 51-13-304).
   b) Have air that directly flows into the laboratory from non-laboratory areas and out to the exterior of the building. Air shall never be drawn back into the building but shall always vent to the outside.

3) **Occupancy and Exit Standards** – Classrooms, laboratories and prep rooms will meet all room occupancy and exit standards. (Minimum 2 exits per room.)

Lab Safety Equipment

All work sites and laboratories where chemicals, flammables, and potentially hazardous materials exist shall have safety equipment that is maintained at operational levels for the safety of the employees and students. It is the responsibility of Riverview School District to provide and maintain all safety equipment in standard working order so that teachers can perform labs and activities safely. Teachers shall take extreme care to ensure that safety equipment is in proper working order before performing any labs. All employees and teachers shall:
   a) Know the locations for all personal protective equipment (PPE)
   b) Know how to use each appropriately
   c) Make sure all safety equipment is in operational order

1) **Eye Wash Stations** will be provided and operational at each site where chemicals, flammables, and potentially hazardous materials exist
   a) An approved eyewash station shall be within 50 feet or 10 seconds of the chemical storage area
   b) All laboratories and work sites using chemicals shall have an eye wash capable of treating both eyes continuously for 15 minutes with greater than 1.5 l/min water outflow in a hands-free operation
   c) Water will be potable and at room temperature
   d) All employees are responsible for knowing how to use the eye wash station quickly in case of an emergency
i) Teachers are responsible for teaching students how to use the eye wash station quickly in case of an emergency and provide opportunities for practice.

ii) Contacts will be removed while eyes are being flushed

e) Teachers and employees at each laboratory or work site shall activate each eye wash station weekly to flush the system and help keep it in operational order

2) Safety showers or body drenches will be provided and operational at each site where chemicals, flammables, and potentially hazardous materials exist. They will be able to run with a 75 liter water outflow for 15 minutes in a hands-free operation.

a) Safety showers shall be located fifty feet or 10 seconds from sites where hazardous chemicals and materials are located and used

b) Any room containing a safety shower shall be clearly marked/labeled on the entry door

c) It is recommended that a curtain surrounding the shower be added for privacy and water containment, but not required

d) It is recommended that a pair of scissors be easily accessible to the safety shower

3) Safety Equipment – It is paramount that each work site and laboratory, working with chemicals, flammables, and potentially hazardous materials, have appropriate and operational safety equipment.

a) Tri-class fire extinguishers (minimum 5 pounds) are required in all laboratories and work sites and shall be readily available for chemical spills.

b) Chemical spill kit and fire bucket with litter will be available.

c) A gallon bucket of sand shall also be available when working with flammable solids.

d) A dust pan and hand brush shall be readily accessible.

e) First Aid Kit shall be available at each site where chemicals, flammables, and potentially hazardous materials exist

f) Fire blankets shall be within 25 feet of chemical storage areas and in each laboratory.

'Drop and Roll' technique shall also be taught to students and employees.

4) Fume Hoods – Fume hoods are integral in the safe operation of all laboratories. Hoods shall be used for operations/tasks, which might result in release of toxic chemical vapors or dust. Items shall not be stored in the fume hood. The storage of items in the fume hood is a fire hazard and decreases the efficiency of the fume hood. Fume hoods shall be kept in operational condition at all times (100 fpm); adequate performance will be recorded and documented. Evaporation of chemicals and/or solutions for disposal is an appropriate use of the fume hood. Disposal of these evaporated chemicals/solutions shall follow disposal procedures.

5) Emergency phone numbers – shall be clearly posted near the telephone at each site.

Safety Audits

Chemical Hygiene Officer, in cooperation with building staff, will conduct periodic audits of all science spaces separately and jointly with staff. Safety audits are used for the ongoing training of employees and to report and correct any discrepancies. The goal is to develop expertise and create the safest possible working environment for staff and students. The OSPI website, www.k12.wa.us/schfacilities/healthsafetyguide.aspx, has the most current Health and Safety Guide for K – 12 Schools in Washington. It can be downloaded and printed as needed per audit. The following sections will be utilized for local, building site audits:

F – Indoor Air Quality
G – HVAC Preventative Maintenance
K – Science Classroom Laboratories
M – Blood borne Pathogens and Exposure Control
O – Animals in Schools
P – Emergency and Disaster Preparedness

It is recommended that each work site or school perform a safety audit within the first four weeks of the new school year. The original audit documents shall be placed in a Records/Audits Inspection file. Copies shall be sent to the District Chemical Hygiene Officer. The information/data obtained in the audit process will be utilized to improve the safety of the work site (e.g., through work orders).

1) Inspect to ensure that:

a) Prudent practice is being followed

b) State, local, and federal regulations are being followed
c) Safety discrepancies are being reported/logged and followed up/corrected

d) Regular training is being held and recorded, including emergency procedures

e) Personal protective equipment is being used properly and is correctly marked and stored

f) Preventative maintenance is being performed on all equipment as required

g) Chemical inventories and disposal/treatment records are in order

Safety Equipment Inspection

There are many safety items necessary for compliance to the Laboratory Standard. They include, but are not limited to fume hoods, eyewashes, fire extinguishers, and protective eyewear. All safety equipment in the facility shall always be in operational condition. While the Laboratory Standard requires some safety equipment and highly recommends other equipment, all shall be functional at all times.

1) **Master shut off controls** – Riverview School District personnel will periodically test master shut off controls at each laboratory or work site to ensure that they are in operational condition
   a) **Electrical Shutoff**—All GFIs shall be tested in each lab periodically
   b) **Electrical Bench Power Shutoff**—Mark location of electrical shut off in and outside the lab and test quarterly

2) **Ventilation** – Riverview School District personnel will inspect sites, periodically. Ventilation should:
   a) Be able to support air changes of at least 20 cfm per occupant (5 air changes at 100% outside air is also acceptable)
   b) Flow into the laboratory from non-laboratory areas and out the exterior of the building to an area where it will not be drawn back into the lab.

3) **Eye Wash Stations** –Eye wash stations shall be kept functional. Building staff shall activate them weekly; Riverview School District personnel will inspect them periodically and keep written documentation of these inspections (WAC 296.800.150.35)
   a) The water will be checked for potability and proper temperature
   b) Eye wash stations not functioning will be promptly reported* through the School Dude work order system by the site custodian
   c) Any eye wash station which does not meet the water flow requirements of ANSI Z358.1-1998 will be promptly repaired

4) **Safety Showers or body drenches** – Shower effectiveness will be tested periodically
   a) Any shower or body drench, which does not meet the water flow requirements will be promptly repaired
   b) Written records will be kept and made readily available to document reviews, checks, and repairs

5) **Fume Hoods** - Fume hoods shall be operational at the level of 80 –120 linear feet per minute as measured by a velometer.

6) **Fire Extinguishers** – Tri-class fire extinguishers (minimum 5 pounds) shall be properly inspected. Building custodians will inspect fire extinguishers monthly (WAC 296.800.30020) through visual inspections. These inspections will be documented on the fire extinguisher itself.
   a) Any fire extinguisher which does work properly will be promptly repaired or replaced
   b) Written records will be kept and made readily available to document reviews, checks, and repairs (attached to fire extinguishers).

7) **Fire Blankets** – shall be within 25 feet of chemical storage and in each lab in a labeled and accessible space

8) **All personal protective equipment** (PPE) shall be inspected before use (review section IIB). Employees and students are responsible for visually checking the PPE for wear and defectiveness. If defective, that PPE will be removed and replaced. Defective PPE will be reported to work site or building supervisor and chemical hygiene officer.

9) **Goggle Cabinet** shall be inspected to ensure that it is in operational order (light must be on for each use)

10) **Chemical Spills Kits and materials**—neutralizing chemicals such as spill kit, dry sand, kitty litter, and other spill control materials shall be readily available in each classroom and the science prep room. The kits will be inventoried and restocked immediately after use or annually.
Reporting of Discrepancies

If there is a concern regarding a facility, tool, or safety equipment, it is the responsibility of the employee to immediately notify the supervisor of the work site/building to resolve how to bring the item of concern back into reasonable and prudent compliance. Any safety equipment failing inspection or reported to be out of order at any time will be repaired immediately.

Reporting safety discrepancies/unsafe conditions: Once a safety discrepancy is identified, a report shall be made as soon as possible using the "Maintenance/Custodial Work Request" procedure outlined on the district web site http://www.riverview.wednet.edu/employee.htm

Safety discrepancies encompass more than equipment and supply problems. Safety discrepancies include any situation where you are unable to fulfill your basic duties of instruction, supervision, and maintenance in a safe manner.

1) Employees have a responsibility to report unsafe conditions to their employer in an expeditious* manner (write a work order immediately)
2) The Employer has a responsibility to take action to correct unsafe conditions in an expeditious* manner in accordance with prudent practices and all applicable laws, codes, and regulations
3) It is prudent and reasonable that the employer use in-house expertise as well as outside experts to correct discrepancies safely for each specific situation
4) Report discrepancy/unsafe situation in writing
   a) Keep copies of all reports
   b) Follow up and refile in a timely manner if conditions are not corrected.
   c) Inform your administrator of continued discrepancy
5) Longstanding discrepancies (1-3 years): modify your instructions so that you can safely meet your duty of instruction, supervision, and maintenance
   a) Inform your administrator that you have modified your instruction and briefly explain why
   b) Request status of safety work request
6) Safety Discrepancy File/Log: Keep a file of all safety discrepancy reports and chronologically log using the template in the appendix of this document. Use the log to periodically follow up items and check them off upon completion. Keep these lists for at least ten years so that patterns of safety discrepancies and corrections can be identified. Information of this nature is especially useful during new construction and rehabs.

*Prompt and expeditious action is defined as:
- No more than 5 working days for response of receipt of work order
- No more than 2 weeks for response with specific plan of action to resolve issue or concern (including start and end dates)
Chemical Spills

Spill and Accident Procedures

Riverview School District has instituted stringent spill and accident procedures to keep its employees, students, and the environment safe for today and the future. Employees working with chemicals, flammables, and potentially hazardous materials shall understand and use the district spill and accident procedures. All employees shall take prudent and reasonable steps to prevent accidents and spills.

1) Spill Prevention – sooner or later a chemical spill will occur, no matter how responsible you are. You shall take measures to prevent spills, make sure safety equipment is available to contain and control the spill, and know how to use the Personal Protective and Safety Equipment. Some prudent prevention measures are:
   a) Design experiments and investigations so that they minimize the possibility of chemical spills
   b) Use the minimum amount of chemicals whenever possible
   c) Store and dispense chemicals in unbreakable bottles if possible
   d) Use secondary storage containment devices and bottle stabilization devices if possible (e.g., plastic totes)
   e) Use Personal Protective Equipment
   f) Ensure Safety equipment is working (eyewash, safety shower, fire extinguisher, etc.)
   g) Have MSDS for the chemicals you are using out and available

2) Have spill control equipment at the ready Keep the items asterisked together in a five gallon bucket, the rest readily available:
   a) Fire Blanket
   b) Acid and Base absorbent pillows (or sodium carbonate and citric acid)*
   c) Solvent absorbent pillow*
   d) 15" Nitrile gloves, assorted sizes (small, med, large)*
   e) Plastic buckets with lids
   f) 4 large sturdy Plastic Bags and 2 one gal Freezer Zip Lock type bags (to double wrap materials)*
   g) Plastic dustpan with squeegee edge
   h) Foxtail (fat counter brush type)
   i) Sand
   j) Absorbent (kitty litter)
   k) Back up supplies to handle the largest spill possible (One bottle acid/base)
   l) Boots
   m) Coveralls

3) Follow Spill Control Procedures
   a) Quickly evaluate the situation. Ask yourself:
      i) What are the hazards?
      ii) Is there a danger to you or your students?
      iii) Assume the worse case scenario and take action – When in doubt call 911 and evacuate
      iv) If evacuating, stay separate from the other students in the school Otherwise, your students may cross-contaminate others.

4) Perform First Aid to the injured and/or begin decontamination process to contaminated students

5) Isolate the area and if safe contain the spill from spreading. This can be done at the same time as an evacuation is ordered

6) Organize an appropriate response to the spill. For a major spill the prudent response would be to await arrival of the HAZMAT team. A frequent response sequence for smaller, less hazardous spills is to:
   a) Identify the hazard (use MSDS) and plan out how to respond to it.
   b) Don appropriate Personal Protective Equipment (chemical gloves, chemical splash goggles, boots, aprons, etc.)
   c) Ventilate the area
   d) Contain the spill
i) Sprinkle sand around and on the spill  
ii) Pour kitty litter on it, apply the appropriate neutralizer around and onto the spill  
iii) Clean up the spill with a plastic dustpan and broom and place it in a large plastic bag  
iv) Properly dispose of the hazardous waste per procedures

7) **Report**—Fill out a detailed accident report after the emergency is over and photograph area

**Accidents**

As professionals and employees of Riverview School District, we shall take prudent and reasonable steps to prevent accidents from happening in the laboratories and work sites in which chemicals, flammables, and potentially hazardous materials exist.  
1) **Respond** per school or worksite’s Emergency Procedures as appropriate  
2) Be ready to encounter **unusual situations**. When an accident occurs, it often doesn’t happen “by the book”  
3) **Reporting** - In the event of an accident all employees need to complete an accident/incident report describing the entire situation  
   a) The school secretary/Office Manager has the forms and can help you fill out and file the report  
   b) The accident/incident report will be filed with the appropriate parties  
   c) Save a copy for your files. **For significant situations** be sure to write down all that you remember, include sketches, witness data, and applicable photos if possible  
4) **Review of accidents and close calls:**  
   a) All accidents involving injuries or exposure to harmful or potentially harmful situations (close calls) will be carefully analyzed by the entire science staff at the following science meetings. The goal is to decide if there is any possible action that could be taken (training, equipment, organization etc) to prevent accidents in the future  
   b) Important actions or recommendations will be distributed to  
      i) Building Safety Committees  
      ii) Science Department Heads  
      iii) Risk and Safety Manager  
      iv) Chemical Hygiene Officer

**Emergency Response/Evacuation Plan**

All work sites, laboratories, and schools will have written and readily accessible emergency/disaster response plans which is part of this Chemical Hygiene Plan. Each building will keep a copy of their Emergency Response Plan with their Chemical Hygiene Plan.

Emergency Procedures—All students, teachers, and employees shall know, practice, and follow the emergency evacuation and fire notification procedures at their school or work site.

**Exposures**

It is the communicated policy of Riverview School District to investigate all suspected overexposures to chemicals in a prompt and timely fashion.

All **suspected overexposures to chemical substances shall be reported** to the Department Head, Chemical Hygiene Officer, and Principal in a prompt and timely fashion. In the event of an **overexposure**, after the immediate event, as a minimum employees shall document:

1) Time  
2) Location  
3) Individuals involved  
4) Equipment used  
5) Chemicals used  
6) Circumstances involved in the overexposure
This information is to be used to assist medical treatment, improve our laboratory safety practices, and is not for disciplinary proceedings. It is the Riverview School District’s obligation to maintain overexposure and monitoring records and make them accessible to employees.

**Signs of overexposure are numerous. They include but are not limited to**
1) Pain  
2) Itching, irritation  
3) Swelling of respiration areas or skin  
4) Skin rash  
5) Other symptoms such as nausea, vomiting or dizziness  
6) Caustic splash to eyes, face, or body  
7) Breathing in dust particles (from chemicals, dust-like materials)

**Medical Evaluations**

It is the policy of the Riverview School District to make medical consultation and examination available to employees and students when:
1) Any sign or symptom of and overexposure to a chemical/substance is present  
2) Monitoring has indicated an overexposure to a chemical/substance has occurred  
3) There has been a spill or uncontrolled release of chemical fumes

It is the responsibility of any Riverview School District employee, who has been exposed to any of the above situations or has had an exposed student, to report the incident and request medical consultation and/or examination. Riverview School District’s Chemical Hygiene Officer will provide the physician with the names of the chemicals used, circumstances of the exposure and all signs and symptoms of the exposure.

The medical examinations dealing with the overexposure will be documented and other employees and students working under the same conditions will be notified. All documentation will be kept on file and accessible by other employees working in this area.

All medical examinations and consultations shall be performed by or under the direct supervision of a licensed physician and shall be provided without cost to the employee, without loss of pay.

**Monitoring**

Monitoring will be necessary for substances regulated by a standard only if there is reason to believe that exposure levels for that substance routinely exceed the PEL for that substance. If there is no cause to suspect a hazard or an exposure, no monitoring is necessary.

If monitoring is performed and this initial monitoring shows no evidence of exposure, the monitoring may be discontinued. If initial monitoring indicates an exposure, steps will be taken immediately to reduce the exposure to permissible limits. Monitoring will then be performed periodically to verify that the steps to reduce the exposure have been effective. Monitoring may be terminated after complying with the applicable standard for the hazardous material.

All monitoring results and activities shall be fully accessible and in full knowledge of the employee(s).
Training

Employee Training

Riverview School District provides ongoing safety training sessions for employees. The schedule and workshop offerings occur within district as well as outside through universities, local ESD sites, and programs. It is the responsibility of the Riverview School District to offer annual training in the areas listed below. Science teachers new to the district and student teachers will receive safety training as part of their New Teacher Training package as directed by the CHO. It is the responsibility of supervisors to make workshops and training a priority for staff working with chemicals, flammables, and potentially hazardous materials.

1) Content and location of the district and work site or building Chemical Hygiene Plan and the Laboratory Standard
2) Location, availability, and use of chemical Material Safety Data Sheets (MSDS)
3) Potential hazards involved in using chemicals and how to detect potentially harmful exposures before they are harmful
4) Safety procedures for spills and emergency situations
5) The proper use and location of all safety equipment, emergency procedures, and safety rules
6) Developing and implementing a student safety training program
7) Signs and symptoms of overexposure to chemicals and substances and how to avoid potentially harmful exposures
8) Mixing, storage and disposal of chemicals and solutions
9) Understanding of the permissible exposure limits (PELs) used in the work site and laboratory
10) Hands-on training on chemical containment, clean up, treatment, and disposal techniques
11) PPE hazard assessment
12) Fire fighting techniques for small fires
13) Basic First Aid Training

Training Overview

The broad goal of safety training is to be ready to respond to accidents and emergencies with properly trained personnel and functioning equipment. Some of the goals of the type of training are to:

1) Train yourself, your colleagues, and your students on how to:
   a) operate labs and equipment safely
   b) recognize, correct, or report safety hazards
   c) recognize and report conditions where you are not able carry out your three primary duties as a teacher
   d) use appropriate safety equipment/PPE
   e) follow proper chemical ordering, storage, labeling, use, clean up, and disposal techniques
   f) take appropriate action in emergencies
      i) Reporting incidents to 911
      ii) Fire fighting (for minor triclass fires)
      iii) Following chemical spill procedures
      iv) Electrical shock
      v) Evacuation and isolation
      vi) Providing injured student with first aid
      vii) Biological containment
   g) request medical care or monitoring appropriately
   h) perform safety audits of the science areas
      i) use of the District and Building Chemical Hygiene Plans
2) Offer additional training in
   a) chemical control, containment, and clean up
   b) simulations of actual chemical spills
   c) simulations of practical minor fire fighting
3) Train all students and staff on how to
   a) execute Emergency Procedures, equipment and rules (fire, chemical spill, gas leak etc.)
b) Find and operate all safety emergency equipment (e.g. eyewash station, safety shower, fire extinguishers, fire blankets, chemical spill kits etc.)

c) Follow all laboratory safety rules

4) **Document staff training** (see sample Training Log in Log Notebook). Ensure retraining is done to individuals involved in safety mishaps or violations if needed.

**Student Safety Training**

All secondary schools will institute a comprehensive safety program for students. It is the responsibility of the building CHO to ensure that a safety program is developed, implemented and reviewed annually with the district Chemical Hygiene Officer. The school safety program will also include the following:

1) Students will demonstrate mastery level of safe practices in the science laboratory in which chemical and potentially hazardous materials exist:
   a) Knowledge and understanding of laboratory safety
      i) Yearly practical and theoretical performance-based examinations of school’s Safety Rules, Emergency Procedures, and Proper Use and Location of all Safety Equipment
      ii) Student will demonstrate 90% or better proficiency of safety rules, emergency procedures, and proper use and location of all safety equipment.
      iii) Newly enrolled students demonstrate proficiency of all safety rules, emergency procedures, and proper use and location of emergency equipment prior to beginning labs.
      iv) There can be no exceptions to these guidelines
   b) Have copies of safety rules and procedures in their notebooks
      i) Students will not use any laboratory equipment or chemicals until they have met standard on the class safety assessment

2) Safety contracts are to be signed by students and parents and maintained on file for the duration of the course and archived for one year after the completion of the course

3) A revocation process of laboratory privileges for safety rule and procedure violations will be in place. The process will include a means where the student in violation will demonstrate both mastery and inclination to follow the school’s safety rules, emergency procedures, proper use, and location of safety equipment. Upon satisfactory demonstration and documentation, the student will be re-instated with laboratory privileges.

**Student Safety Training Program**

Riverview School District has developed a standard student safety training program. It has been instituted to ensure the utmost safety of our students and staff while undertaking a rigorous laboratory based science curriculum. All staff will ensure that they follow the guidelines of this curriculum which includes:

1) Comprehensive training to all seventh graders: over 90% mastery of these standards will be achieved by individual students before they can work in school science labs.

2) Re-examination of all students in science classes in which chemical and potentially hazardous materials exist will be done:
   a) within the first two weeks of the class (for both semester and year-long classes)
   b) If involved in any safety rule violation in, during, or around labs throughout the school year.

3) Removal from class and revocation of laboratory privileges for safety rule violations:
   a) Will be made until involved parties can satisfactorily demonstrate (to staff) both mastery of and inclination to follow all of science laboratory safety rules, emergency procedures, proper use and location of all safety equipment.

4) Exceptions to these parameters are absolutely NOT authorized by any staff member or for any student participating in the school science laboratories for any reason
Middle School Science Safety Contract

Student Name ____________________________________________________________

By understanding and observing the rules in the laboratory, large groups can work efficiently and safely in science. Follow the general safety procedures listed below to protect yourself and others. Because most accidents result from indifference, lack of common sense, or failure to follow instructions, please think about what you are doing!

I, (print your name___________________________________), pledge to:

1. Come to lab alert and prepared. I will not misbehave with lab equipment or materials. I will not engage in behavior that is disruptive or dangerous or that interferes with another student’s right to learn. I recognize that I will be charged for equipment that is damaged through horseplay or negligence.

2. Always wear safety glasses while engaged in lab activities especially when using chemicals or when using the alcohol burners.

3. I will work only at my assigned station and I will keep aisles clear of packs, coats, and other obstructions. I will keep my work area and apparatus clean.

4. Study the lab directions before starting my work. I will handle chemicals, alcohol burners, thermometers, glass tubing, appliances, etc. only as instructed.

5. Insert glass tubing and thermometers into rubber stoppers with great caution. Follow the teacher’s directions and use glycerin.

6. Keep food, beverages, and make-up in my pack or purse, out of sight. I understand that we cannot eat, drink, or apply cosmetics in areas where laboratory chemicals are present. I will NEVER taste any chemicals.

7. I will follow all written and oral instructions. I will wait until I receive my teacher’s permission to begin a lab activity.

8. Use only the prescribed amounts of chemicals.

9. Dispose of chemical and glassware waste as directed by your teacher in the proper container. Throw all waste in the garbage can, not in the sink.

10. Restrict my conversations to the lab activity. Socializing should be conducted after class.

11. I will report all accidents, injuries, or incorrect procedures to my teacher immediately.

12. Know the location of, and uses for:
   - Eyewash ____________________________________________ Fire blanket _______________________
   - Fire extinguisher __________________________ Eye protective devices _______________________
   - First aid kit _______________________________

13. Be careful not to spill chemicals on my clothes. Most of the chemicals we use will wash out easily, but I will check with my teacher if I spill something.

14. Flush all chemicals off my skin immediately with plenty of water. Use the eyewash if any chemicals get into my eyes.

I agree to follow any oral or written instructions given to me by my instructor and/or by Riverview School District.

I understand the consequences for failing to follow these rules, procedures, and guidelines, depending upon the level of severity are: temporary removal from the lab, permanent removal from the lab, suspension, and/or expulsion, or criminal prosecution.

Student Signature: __________________________________________Date: ________________

Parent/Guardian Support

I have read the Science Safety Contract, and understand what is expected of my child during science laboratory activities.

Parent/Guardian Signature: ________________________________ Date: ________________
Flinn Scientific’s Student Safety Contract – High School

Purpose
Science is a hands-on laboratory class. You will be doing many laboratory activities which require the use of hazardous chemicals. Safety in the science classroom is the #1 priority for students, teachers and parents. To ensure a safe science classroom, a list of rules has been developed and provided to you in this student safety contract. These rules must be followed at all times. Two copies of the contract are provided. One copy must be signed by both you and a parent or guardian before you can participate in the laboratory. The second copy is to be kept in your science notebook as a constant reminder of the safety rules.

General Guidelines
1. Conduct yourself in a responsible manner at all times in the laboratory.
2. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask the instructor before proceeding.
3. Never work alone. No student may work in the laboratory without an instructor present.
4. When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory until you are instructed to do so.
5. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as container for food or beverages.
6. Perform only those experiments authorized by the instructor. Never do anything in the laboratory that is not called for in the laboratory procedures or by your instructor. Carefully follow all instructions, both written and oral. Unauthorized experiments are prohibited.
7. Be prepared for your work in the laboratory. Read all procedures thoroughly before entering the laboratory. Never fool around in the laboratory. Horseplay, practical jokes and pranks are dangerous and prohibited.
8. Observe good housekeeping practices. Work area should be kept clean and tidy at all times. Bring only your laboratory instructions, worksheets, and/or reports to your work area. Other materials (books, purses, backpacks, etc.) should be stored in the classroom area.
9. Keep aisles clear. Push your chair under the desk when not in use.
10. Know the locations and operating procedures of all safety equipment including the first aid kit, eyewash station, safety shower, fire extinguisher, and fire blanket. Know where the fire alarm and the exits are located.
11. Always work in a well-ventilated area. Use the fume hood when working with volatile substances or poisonous vapors. Never place your head into the fume hood.
12. Be alert and proceed with caution at all times in the laboratory. Notify the instructor immediately of any unsafe conditions you observe.
13. Dispose of all chemicals waste properly. Never mix chemicals in sink drains. Sinks are to be used only for water and those solutions designated by the instructor. Solid chemicals, metals, matches, filter paper, and all other insoluble materials are to be disposed of in the proper waste containers, no in the sink. Check the label of all waste containers twice before adding your chemical waste to the container.
14. Labels and equipment instructions must be read carefully before use. Set up and use the prescribed apparatus as directed in the laboratory instructions or by your instructor.
15. Keep hands away form face, eyes, mouth and body while using chemicals or preserved specimens. Wash your hands with soap and water after performing all experiments. Clean (with detergent), rinse, and wipe dry all work surfaces (including the sink) and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
16. Experiments must be personally monitored at all times. You will be assigned a laboratory station at which to work. Don not wander around the room, district other students, or interfere with laboratory experiments of others.
17. Students are never permitted in the science storage rooms or preparation areas unless given specific permission by their instructor.
18. Know what to do if there is a fire drill or other type of emergency during a laboratory period: containers must be closed, gas valves turned off, fume hoods turned off, and nay electrical equipment turned off.
19. Handle all living organisms used in a laboratory activity in a humane manner. Preserved biological materials are to be treated with respect and disposed of properly.

20. When using knives and other sharp instruments, always carry with tips and points pointing down and away. Always cut away from your body. Never try to catch falling sharp objects. Grasp sharp instrument only by the handles.

Clothing
21. Any time chemicals, heat, or glassware are used, students will wear laboratory goggles. There will be no exceptions to this rule!

22. Contact lenses should not be worn in the laboratory unless you have permission from your instructor.

23. Dress properly during a laboratory activity. Long hair, dangling jewelry, and loose or baggy clothing are a hazard in the laboratory. Long hair must be tied back and dangling jewelry and loose or baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed.

24. Lab aprons have been provided for your use and should be worn during laboratory activities.

Accidents and Injuries
25. Report any accident (spill, breakage, etc) or injury (cut, burn, etc) to the instructor immediately, no matter how trivial it may appear.

26. If you or your lab partner are hurt, immediately yell out “Code one, Code one,” to get the instructor’s attention.

27. If a chemical should splash in your eye(s) or on your skin, immediately flush with running water from the eyewash station or safety shower for at least 20 minutes. Notify the instructor immediately.

28. When mercury thermometers are broken, mercury must not be touched. Notify the instructor immediately.

Handling Chemicals
29. All chemicals in the laboratory are to be considered dangerous. Do not touch, taste, or smell any chemicals unless specifically instructed to do so. The proper technique for smelling chemical fumes will be demonstrated to you.

30. Check the label on chemical bottles twice before removing any of the contents. Take only as much chemical as you need.

31. Never return unused chemicals to their original containers.

32. Never use mouth suction to fill a pipette. Use a rubber bulb or pipette pump.

33. When transferring reagents from one container to another, hold the containers away from your body.

34. Acids must be handled with extreme care. You will be shown the proper method for diluting strong acids. Always add acid to water, swirl or stir the solution and be careful for the heat produced, particularly with sulfuric acid.

35. Handle flammable hazardous liquids over a pan to contain spills. Never dispense flammable liquids anywhere near an open flame or source of heat.

36. Never remove chemicals or other materials from the laboratory area.

37. Take great care when transferring acids and other chemicals from one part of the laboratory to another. Hold them securely and walk carefully.

Handling Glassware and Equipment
38. Carry glass tubing, especially long pieces in a vertical position to minimize the likelihood of breakage and injury.

39. Never handle broken glass with your bare hands. Use a brush and dustpan to clean up broken glass. Place broken or waste glassware in the designated glass disposal container.

40. Inserting and removing glass tubing form rubber stoppers can be dangerous. Always lubricate glassware (tubing, thistle tubes, thermometers, etc.) before attempting to insert it in a stopper. Always protect your hands with towels or cotton gloves when inserting glass tubing into, or removing it from, a rubber stopper.

41. Fill wash bottles only with distilled water and sue only as intended, e.g. rinsing glassware and equipment, or adding water to a container.
42. When removing an electrical plug from its socket, grasp the plug, not the electrical cord.
   Hands must be completely dry before touching an electrical switch, plug, or outlet.
43. Examine glassware before each use. Never use chipped or cracked glassware. Never use
   dirty glassware.
44. Report damaged electrical equipment immediately. Look for things such as frayed cords,
   exposed wires, and loose connections. Do not use damaged electrical equipment.
45. If you do not understand how to use a piece of equipment ask the instructor for help.
46. Do not immerse hot glassware in cold water; it may shatter.

**Heating Substances**

47. Exercise extreme caution when using a gas burner. Take care that hair, clothing, and hands
   are a safe distance from the flame at all times. Do not put any substance into the flame
   unless specifically instructed to do so. Never reach over an exposed flame. Light gas (or
   alcohol) burners only as instructed by the teacher.
48. Never leave a lit burner unattended. Never leave anything that is being heated or is visibly
   reacting unattended. Always turn the burner or hot plate off when not in use.
49. You will be instructed in the proper method of heating and boiling liquids in test tubes. Do not
   point the open end of a test tube being heated as yourself or anyone else.
50. Heated metals and glass remain very hot for a long time. They should be set aside to cool
   and picked up with caution. Use tongs or heat-protective gloves if necessary.
51. Never look into a container that is being heated.
52. Do not place hot apparatus directly on the laboratory desk. Always use an insulating pad.
   Allow plenty of time for hot apparatus to cool before touching it.
53. When bending glass, allow time for the glass to cool before further handling. Hot and cold
   glass have the same visual appearance. Determine if an object is hot by bringing the back of
   your hand close to it prior to grasping it.

**Questions**

54. Do you wear contact lenses? □ YES □ NO
55. Are you color blind? □ YES □ NO
56. Do you have allergies? □ YES □ NO

If so, list specific allergies ______________________________________________________

**Agreement**

I, _______________________________________, have read and agree to follow
   (student's name)

All of the safety rules set forth in this contract. I realize that I must obey these rules to insure my
own safety, and that of my fellow students and instructors. I will cooperate to the fullest extent with
my instructor and fellow students to maintain a safe lab environment. I will also closely follow the
oral and written instructions provided by the instructor. I am aware that any violation of this safety
contract that results in unsafe conduct in the laboratory or misbehavior on my part, may result in being removed
from the laboratory, detention, receiving a failing grade, and/or dismissal from the course.

Student signature ___________________________________________ Date ____________________

Dear parent or guardian;
We feel you should be informed regarding the school’s effort to create and maintain a safe science classroom/laboratory environment. With the cooperation of the instructors, parents, and students, a safety instruction program can eliminate, prevent, and correct possible hazards. You should be aware of the safety instructions your son/daughter will receive before engaging in any laboratory work. Please read the list of safety rules above. Not student will be permitted to perform laboratory activities unless this contract is signed by both the student and the parent/guardian and is on file with the teacher. Your signature on this contract indicates that you have read this Student Safety Contract, are aware of the measures taken to insure the safety of your son/daughter in the science laboratory, and will instruct your son/daughter to uphold his/her agreement to follow these rules and procedures in the laboratory.

Parent/guardian signature ______________________________ Date ____________________

Science Safety Rules — Zero Tolerance
1) Always be prepared to stop quickly and listen to instructions. Quiet, safe behavior avoids accidents.
2) If an accident or spill happens, tell the teacher immediately. Small accidents can cause big problems.
3) Know the location and use of all safety equipment, especially triclass fire extinguishers, eye wash stations, safety showers, fire blanket, and all emergency shut offs.
4) Read experiments through carefully before doing them. Start to work when you are told and follow directions carefully.
5) Always wear eye protection and protective aprons when hazardous materials and open flames are being used in the classroom. Long pants and full toe shoes are mandatory in these situations.
6) Always secure long hair, remove loose clothing, and take off jewelry.
7) There is to be no eating, drinking, or chewing within the classroom. Never taste or smell chemicals or solutions. Assume all chemicals are toxic and never drink from laboratory glassware.
8) If a chemical is spilled on you, immediately flush the affected area with water (for 15 minutes) and call for help.
9) Safely clean up broken glassware and put it in a properly labeled container.
10) Be sure the open end of a heated test tube is pointed away from all lab personnel.
11) Never handle electrical equipment with wet hands, or while standing in a wet or damp area.
12) Cosmetics may not be used in laboratories.
13) Exercise care and great respect when working with plants and animals.
14) Keep your work area neat and clean. Clean lab equipment and wash your hands after each lab. Do not leave the lab until it is completely clean.

Safety Procedures for Teacher Background for Student Instruction; when appropriate

1) Fire chemistry and the four classes of fire

The Fire Triangle

```
/\  OXYGEN
\  |
/   |
\  |
FUEL
```

HEAT
Main Point: if you take away one of the things at the point of the triangle from the fire, it will go out immediately.

**Know the four different classes of fire:**
1) Class A: wood/paper (use Triclass)
2) Class B: liquid—oil based (use Triclass)
3) Class C: electrical (use electrical shut off and Triclass)
4) Class D: burning metal (special case—fire extinguishers don’t help. Use sand!)

**Response to all fires at school and notifying 911**
- Take initial action: stop, drop and roll; spray water, fire extinguisher, etc.
- Pull fire alarm
- Call 911 and tell operator information
- Evacuate—go to fire drill station
- Send a runner to the main office to notify administrator(s)

Emergencies (general) Calling 911—tell operator the following:
1) Location—name of school
2) Specific location—science lab number, where lab is located in building, etc.
3) Nature of emergency (fire, injury, poisoning, etc.)

2) Chemical spills on people and things
   - **Dry Chemicals—external contact**
     - Brush off and flush—do not wash until almost all gone; keep flushing for 15 minutes
     - Call/send runner and/or get nurse and contact building CHO
     - Call 911 if necessary
     - Dispose of chemical residue properly
   - **Wet Chemicals—external**
     - Flush as soon as possible and keep flushing for 15 minutes
     - Call/send runner for building CHO and/or building secretary/administrator/nurse
     - Call 911 if necessary
     - Dispose of chemical residue properly
   - **Swallowed chemicals—wet or dry**
     - Treat for shock
     - Call/send runner for building CHO and/or building secretary/administrator/nurse
     - Call 911 if necessary
   - For clean-up of chemical spills on deck or counter:
     - Wet*—cover with kitty litter or sand from bucket
     - Both wet and dry—sweep up and dispose of it in double plastic bag
     - Flush or wash off area
     - Dispose of chemical waste properly
   - *if hazardous fumes, etc., evacuate and call 911

3) Biological hazard prevention
   - Major hazards are infections
   a) Potential Causes:
      i) Cuts and scratches
      ii) Direct contact with pathogenic cultures
      iii) Animal waste
      iv) Animal bites
      v) Spray from syringes
      vi) Accidental syringe injection
   b) Precautions:
      i) Wash hands after labs
      ii) Use proper personal protective equipment
      iii) Clean lab surfaces regularly with disinfectant
4) Electrical shock
   a) Turn off electrical shutoff
   b) Treat for shock
   c) Call or get building secretary/administrator/nurse
   d) Call 911 if necessary

5) Injured student and treating for shock
   a) Take ABC initial action (i.e., check for airway/breathing, stop bleeding, etc.)
   b) Treat for shock
      i) Lie down if chemical was not swallowed. Keep upright if chemical was ingested.
      ii) If there are neck or back problems do not move.
      iii) Elevate head for head injuries, feet for other injuries.
      iv) Cover with blankets for warmth
      v) Reassure the victim. Keep them calm, tell them what you are doing to help them.
   c) Call/send runner for building CHO and/or get building secretary/administrator/nurse
   d) Call 911 if necessary

6) Evacuation and isolation for biological or chemical spill
   a) Follow evacuation route for your class
   b) If isolation is needed, move the group away from all others
   c) Call 911 as soon as possible

Safety Equipment (School required science room equipment)

All science personnel are required to know the use and location of this equipment:
1) Two nearest fire alarms
2) Triclass fire extinguisher
3) Fire blanket, wool
4) Chemical spill kit (including fire bucket with absorbent litter)
5) First aid kit
6) Eye wash station
7) Safety shower
8) Telephone (list nurse’s phone number and emergency number next to phone)
9) Electric outlet shutoff and laboratory air ventilation switch
10) Emergency gas shutoff (also air and water) Building CHO will annually review for location and use.
11) Chemical splash goggles
12) Lab aprons
13) Dust pan and brush

WAC 296-62-40011: Employee Information and Training
1) The employer shall provide employees with information and training to ensure that they are apprised of the hazards of chemicals present in their work area.
2) Such information shall be provided at the time of an employee’s initial assignment to a work area where hazardous chemicals are present and prior to assignments involving new exposure situations. The frequency of refresher information and training shall be determined by the employer.
3) Information. Employees shall be informed of:
   a) The contents of this standard and its appendices which shall be made available to employees;
   b) The location and availability of the employer’s Chemical Hygiene Plan;
   c) The permissible exposure limits for WISHA regulated substances or recommended exposure limits for other hazardous chemicals where there is no applicable WISHA standard;
   d) Signs and symptoms associated with exposures to hazardous chemicals used in the laboratory; and
e) The location and availability of known reference materials on the hazards, safe handling, storage, and disposal of hazardous chemicals found in the laboratory including, but not limited to, material safety data sheets received from the chemical supplier.

4) Training. Employee training shall include:
   a) Methods and observations that may be used to detect the presence or release of a hazardous chemical (such as monitoring conducted by the employer, continuous monitoring devices, visual appearance or order of hazardous chemicals when being released, etc.)
   b) The physical and health hazards of chemicals in the work area; and
   c) The measures employees can take to protect themselves from these hazards, including specific procedures the employer has implemented to protect employees from exposure to hazardous chemicals, such as appropriate work practices, emergency procedures, and personal protective equipment to be used.

5) The employee shall be trained on the applicable details of the employer’s written Chemical Hygiene Plan.

[Statutory Authority: Chapter 49.17 RCW. 90-17-051 (Order 90-10), § 296-62-40011, filed 8/13/90, effective 9/24/90.]
Biological Laboratory Safety

In order to operate with living things in the lab, today’s life and biological science teachers have to be conscious of biological hazards and practice proper procedures. The major hazard in biological labs is infection. Beyond chemical, mechanical, heat, fire, electrical, and radiation hazards, biological laboratories introduce biological and botanical organisms into the lab that pose additional hazards. A major concern of teachers is preventing laboratory-acquired infections.

1) Accidental infections are the norm. They have many potential causes, including:
   a) Cuts and scratches
   b) Improper technique or personal protection directly contacting pathogenic organisms, cultures or animal waste
   c) Animal bites
   d) Spray from syringes
   e) Accidental syringe injection
   f) Centrifuge accidents

2) Infections occur more frequently in biological labs than in other labs due to the following
   a) Sources of diseases are difficult to detect and assign as lab-acquired.
   b) Less than one-third of lab-acquired infections can be traced to a single act or accident
   c) Standards, rules, regulations and codes relative to infectious hazards and prevention are often not available
   d) Systematic analysis of investigations is not a part of the lab procedure.
   e) Develop a professionally planned safety program that involves regular review and analysis of lab procedures
   f) Recognition and control of infections is very difficult compared to recognition and control of other hazards

3) There are many different types of infectious agents for a teacher to be familiar with when working with living organisms. The hazards vary with the experiments.

4) The prevention of lab-acquired infections involves proper
   a) Knowledge and education
   b) Practice of proper technique—technical knowledge is not enough. Students are to be taught how to use and practice these safely-related procedures (as applicable).
      i) Decontamination
      ii) Sterilization
      iii) Asepsis
      iv) Disinfection
      v) Pasteurization
      vi) Sanitation
   c) Proper use of personal protective equipment
   d) Recognition and reporting of infections
   e) Situational analysis before, during, and after labs
   f) Vaccination (e.g., tetanus, pneumonia, hepatitis B)

5) Standard biological practice includes
   a) Limiting access to labs when working with cultures or specimens
   b) Proper hand washing with anti-microbial soap
      i) After handling animals
      ii) After removing gloves
      iii) Before leaving the lab
   c) Personal protective equipment:
      i) Gloves
      ii) Chemical splash goggles and ultraviolet disinfection cabinets
      iii) Aprons are recommended and shall be worn
      iv) Other equipment deemed necessary to operate prudently (autoclaves, ovens)
   d) Following personal hygiene rules
   e) Using sterile technique working with microbiological materials
   f) Taking precautions to avoid splashes
   g) Decontaminating work surfaces each day and after spills with 10% bleach solution
h) Placing wastes in durable leak-proof containers marked BIO WASTE
i) If possible, decontaminating wastes (autoclave) before disposal
j) Appropriate “Sharps” container for disposal of broken blades/needles.

6) The major sources of biological hazards in the classroom include
   a) Dissecting hazards
      i) Cuts and punctures
      ii) Allergic/carcinogenic/toxic reaction to preservatives
      iii) Infections
   b) Pathogenic Microorganisms: Ensure use of sterile techniques and procedures and take steps to ensure infections are controlled as soon as possible
   c) Pets and experimental animals in the classroom include rodents, reptiles, fish, birds, dogs, and cats.
      i) When animals are in the classroom ensure you are using proper
         (1) Handling and securing procedures to protect both animals and students
         (2) Cages
         (3) Personal protective equipment
         (4) Housekeeping to include
            (a) Proper food/water management
            (b) Waste and order control
      ii) Be aware of the problems with using animals in the classroom (e.g., bites, infections, allergies, disposing of deceased animals, and the generation of non-scientific attitudes—i.e., anthropomorphism)

7) Other potential hazards when working in a Biological Lab or doing field studies include
   a) Toxic botanicals
      i) Many plants grown in the biology lab or encountered in the field can cause allergic reactions or are toxic if ingested.
      ii) It is appropriate for students to wash all exposed skin with soap and water after returning from field studies or working with plants in the lab
   b) Common dermal irritants: poison ivy, poison oak, nettles, members of the Solanace (tomato, tobacco) family
   c) Accidental ingesting toxins (fingers in mouth): foxglove, (heart medication) poison sumac, mushrooms, members of the Solanace (tomato, tobacco) family, water hemlock

8) Biological Field Studies Guidelines (permission slips)
   a) Inspect site prior to student’s visit
   b) Include a survey for hazards and accessibility problems
      i) Terrain (e.g., cliffs, rocks, swamps)
      ii) Toxic plants
         iii) Dangerous animals, including ticks, mosquitoes, venomous snakes, spiders.
   c) Once on site, instruct students about hazards and proper behavior
   d) Provide appropriate personal protective equipment (PPE) and ensure it is worn
   e) Ensure adequate supervision of students is provided at all times
<table>
<thead>
<tr>
<th>Activity/Description</th>
<th>Location Sites</th>
<th>Frequency</th>
<th>Performed by</th>
<th>Trained Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety demonstration with a teacher directed activity. The demonstration includes instructing the students as to the location and use of safety equipment in the classroom including eye wash stations, safety showers, fume hoods, fire extinguishers and absorbent materials for spill clean ups.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Start of each school term if year long class.</td>
<td>Chemistry teacher/s</td>
<td>Students</td>
</tr>
<tr>
<td>Execute a Safety Contract outlining all safety rules (Middle School Science Safety Contract and Flinn Scientific’s Student Safety Contract – High School)</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Once/year</td>
<td>Student and parents</td>
<td></td>
</tr>
<tr>
<td>Maintenance of Material Safety Data Sheets (MSDS) in notebook in Chemistry preparation area.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Continuous</td>
<td>Chemistry teacher/s or chemical hygiene officer (if one is on site)</td>
<td>Teachers and students?</td>
</tr>
<tr>
<td>Activity and Assignment for students to read and interpret MSDS</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Start of each school term. Included in the start of term safety protocol training.</td>
<td>Chemistry teacher/s</td>
<td>Students</td>
</tr>
<tr>
<td>Safety protocol regarding the specific chemicals and specific equipment used in each chemical experiment are reviewed. Laboratory handouts include warning symbols.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Prior to each laboratory experiment.</td>
<td>Chemistry teacher/s</td>
<td>Students</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>---------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Disposal of chemicals/solutions utilizing the protocol listed in Flinn Chemical Catalog</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Following each lab experiment</td>
<td>Chemistry teacher/s and students</td>
<td>Students</td>
</tr>
<tr>
<td><strong>Storage of Chemicals</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Continuous</td>
<td>Chemistry teacher/s</td>
<td>Teachers</td>
</tr>
<tr>
<td>Ensure all chemicals are properly stored in their compatible chemical families in separate and secure cabinets with secondary containment trays per the chemical inventory. (See WA state and other reference manuals for details) For example, acids in storage area are stored separately from bases and organics are stored separately from inorganics. All containers in science spaces shall be labeled and dated -</td>
<td></td>
<td></td>
<td>Chemistry teacher/s and chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td><strong>Storage of Chemicals</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td></td>
<td>Chemistry teacher/s or chemical hygiene officer (if one is on site)</td>
<td></td>
</tr>
<tr>
<td>Restrict access of chemical and storage area to staff. The chemical storage area shall remain locked at all times. Only authorized personnel will be allowed in the chemical storage areas. It will remain off limits to students and other unauthorized personnel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Storage of Chemicals</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An updated standard chemical inventory will be maintained and furnished to the building mapping administrator for updating the mapping web page.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Storage of Chemicals</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>annually</td>
<td>Chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td>Formal inspections of storage areas with the documented records kept and made readily accessible to employees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Storage of Chemicals</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>throughout the year</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>Informal inspections will take place to ensure safety and compliance to storage procedures. Employees shall inspect all shelf clips in acid cabinet to check for possible corrosion</td>
<td></td>
<td>every six months</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chemical disposal</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>As needed</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>Log inventory and treatment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep laboratory clean, uncluttered, and safe by returning chemicals and equipment to their proper locations and cleaning <strong>up at the end of the lab activity</strong> and reporting or procuring repair for faulty equipment.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>immediately</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Prior Approval Procedures</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Every time</td>
<td>Chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td>There may be some procedures and/or chemicals, which require prior approval. Any new demonstration or lab that uses hazardous concentrations of chemicals in the following categories: corrosives, flammables, toxins, carcinogens, mutagens, teratogens, or possible allergens, will require assessment by one’s colleagues within the department and reviewed by chemical hygiene officer before being demonstrated in front of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Lab Demonstrations</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td></td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>Practice (including review of specific safety and disposal procedures) – required before the demonstration. Schedule practice with ample time prior to demonstration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Drop and Roll’ technique shall also be taught to students and employees</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td></td>
<td>Chemistry teacher or Chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td>All suspected overexposures to chemical substances shall be reported to the Chemical Hygiene Officer and Principal in a prompt and timely fashion. In the event of an overexposure, after the immediate event, the incident shall documented.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td></td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Training for staff working with chemicals, flammables, and potentially hazardous materials.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Annually, building specific when the new Riverview Learning Center opens and as needed with new teachers</td>
<td>Chemical hygiene officer</td>
<td>New Science teachers to the district and new to the new building (including student teachers)</td>
</tr>
<tr>
<td>1) Content and location of the district and work site or building Chemical Hygiene Plan and the Laboratory Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Location, availability, and use of chemical Material Safety Data Sheets (MSDS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Potential hazards involved in using chemicals and how to detect potentially harmful exposures before they are harmful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Safety procedures for spills and emergency situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) The proper use and location of all safety equipment, emergency procedures, and safety rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Developing and implementing a student safety training program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Signs and symptoms of overexposure to chemicals and substances and how to avoid potentially harmful exposures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Mixing, storage and disposal of chemicals and solutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Understanding of the permissible exposure limits (PELs) used in the work site and laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Hands-on training on chemical containment, clean up, treatment, and disposal techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) PPE hazard assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Fire fighting techniques for small fires</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) Basic First Aid Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>When possible, laboratory exercises are microscaled to reduce the volume of chemicals/solutions requiring disposal protocol. In addition, classroom demonstrations are frequently utilized to replace full student prepared experiments. This not only reduces the volume of chemicals/solutions requiring disposal, but also reduces the frequency of student chemical handling safety training.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>As often as possible.</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>Execute a Safety Assessment for students to demonstrate mastery of safety procedures.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Once/year</td>
<td>Chemistry teacher/s</td>
<td>Students</td>
</tr>
<tr>
<td>Designate a chemical hygiene officer who is qualified by experience and training that will oversee the science laboratory hygiene procedures at each location and train the respective teachers.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Once/year</td>
<td>Superintendent or designee</td>
<td></td>
</tr>
<tr>
<td>Review and evaluate the effectiveness of the chemical hygiene plan.</td>
<td>District</td>
<td>Once/year</td>
<td>Chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td>Power Failures and Master Control Shut Off Procedures – Each building or work site will have procedures to follow in event of a power failure. Employees shall know where and how to shut off master controls in case of emergency at their work site. Know building or work site’s procedure in the event of a power failure. Have these written procedures posted in their work site or laboratory</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Once/year</td>
<td>Administrator /custodial. Mapping services will provide most of this.</td>
<td>Chemistry teacher</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Ensure that safety equipment (including safety goggles) is in proper working order before performing any labs. All employees and teachers shall:</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>At all times</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>a) Know the locations for all personal protective equipment (PPE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Know how to use each appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Make sure all safety equipment is in operational order</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each <strong>eye wash station</strong> at each laboratory shall be activated to flush the system and help keep it in operational order</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Weekly</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Emergency phone numbers</strong> – shall be clearly posted near the telephone at each site.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>At all times</td>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Conduct periodic audits of all science spaces separately and jointly with staff.</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>It is recommended that each work site or school perform a safety audit within the first four weeks of the new school year.</td>
<td>Chemical Hygiene Officer, in cooperation with building staff</td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Ventilation</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>periodically</td>
<td>Maintenance personnel</td>
<td>Maintenance personnel</td>
</tr>
<tr>
<td></td>
<td><strong>Ventilation will be inspected.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ventilation should:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Be able to support air changes of at least 20 cfm per occupant (5 air changes at 100% outside air is also acceptable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Flow into the laboratory from non-laboratory areas and out the exterior of the building to an area where it will not be drawn back into the lab.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electrical Shutoff</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>periodically</td>
<td>Maintenance personnel</td>
<td>Maintenance personnel</td>
</tr>
<tr>
<td>—All GFIs shall be tested in each lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electrical Bench Power Shutoff</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>quarterly</td>
<td>Maintenance personnel</td>
<td>Maintenance personnel</td>
</tr>
<tr>
<td>—Mark location of electrical shut off in and outside the lab and test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Safety Showers</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>periodically</td>
<td>Maintenance</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Shower effectiveness will be tested</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fume hoods</strong></td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>annually</td>
<td>Maintenance</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Prior to Purchase:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Review experiments and demonstrations and adjust chemical orders annually</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Every time</td>
<td>Chemical hygiene officer</td>
<td></td>
</tr>
<tr>
<td>b) Minimize quantities of each chemical ordered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Try to identify supply sources within other science departments first</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) High-risk chemicals shall be purchased and stored in limited amounts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Review the hazards and precautions for protection before purchasing any chemical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Review clean up and disposal requirements for each chemical being ordered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) District Chemical Hygiene Officer will review all chemical orders before submission for purchase</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by Trained Personnel</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Checking in Chemicals</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>Every time</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
<tr>
<td>a) Incoming shipments of chemicals are not to be opened and transported after opening by school personnel other than qualified science teachers, trained Instructional Aides or CHO. Ensure the special shipping containers are retained for chemical storage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Inspect each item for soundness, identify storage location, then properly label receipt and enter all required data (see page 31) into inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Containers will not be accepted without adequate identification labels. All labels on incoming containers of hazardous chemicals shall not be removed or defaced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Dates - All employees shall label all chemicals with the received shipment date. This will be used to determine the age of a substance at a later date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Material Safety Data Sheets (MSDS) shall be kept in a notebook near the work site and readily available to all laboratory employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Review MSDS and file properly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity/Description</td>
<td>Location Sites</td>
<td>Frequency</td>
<td>Performed by</td>
<td>Trained Personnel</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Duty of Supervision – Be able to supervise students working in the laboratory</td>
<td>Cedarcrest High, Tolt Middle School and Riverview Learning Center</td>
<td>at ALL times</td>
<td>Chemistry teacher/s</td>
<td></td>
</tr>
</tbody>
</table>