

(1) Control Section

<u>X</u>	1.01	Open Points/Action Items
<u>X</u>	1.02	Notes To Reviewer
<u>X</u>	1.03	Master Checklist

(2) Emergency Responder MFI

<u>X</u>	2.01	Organizational Chart
<u>X</u>	2.02	Job Descriptions
<u>X</u>	2.03	Emergency Response Plan & Policy
<u>X</u>	2.04	Emergency Drill Schedule

(3) Emergency Procedures

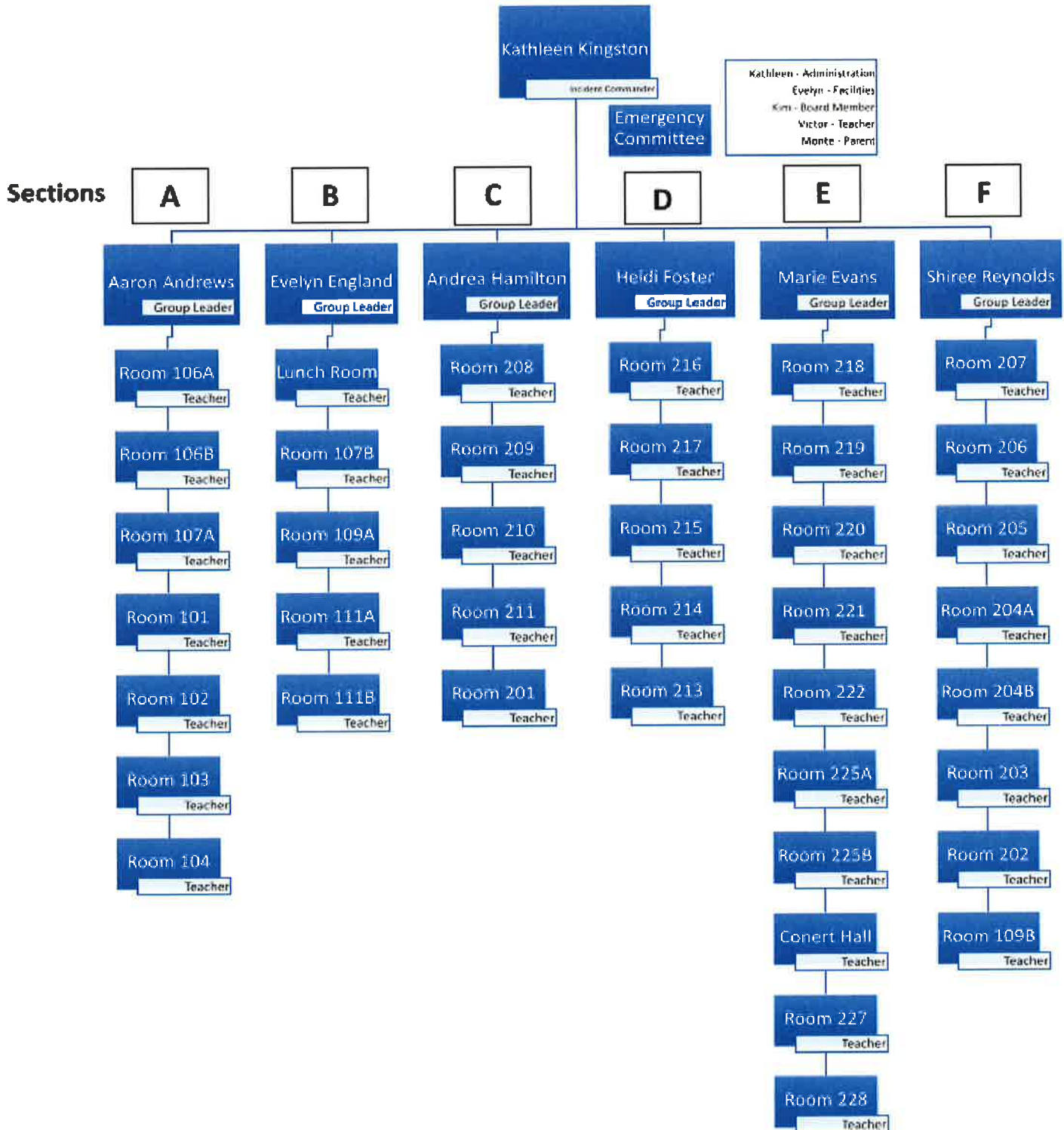
<u>X</u>	3.01	Animals In School
<u>X</u>	3.02	Bloodborne Pathogens
<u>X</u>	3.03	Bomb Threat
<u>X</u>	3.04	Suspicious Package
<u>X</u>	3.05	Earthquake
<u>X</u>	3.06	Explosions
<u>X</u>	3.07	Fire/Gas Leak
<u>X</u>	3.08	Hazardous Materials
<u>X</u>	3.09	Hostage Situation
<u>X</u>	3.10	Intruder/Lockdown
<u>X</u>	3.11	Medical Emergency
<u>X</u>	3.12	Power Outage
<u>X</u>	3.13	Robbery/Theft
<u>X</u>	3.14	Shelter in Place
<u>X</u>	3.15	Weapons

(4) School Information

<u>X</u>	4.01	Evacuation Routes
<u>X</u>	4.02	School Grounds Map
<u>X</u>	4.03	Contact Information - Phone # List
<u>X</u>	4.04	Relocation Procedure



Emergency Management Organizational Chart



Incident Commander:

In the event of an emergency it is your responsibility to lead and organize the Group Leaders to ensure the safety of the students and staff members. Your goal is to make sure everyone is safely reunited with their families. During an evacuation, you will coordinate with the Group Leaders and the Teachers/Facilitators to ensure the safe evacuation of all the students to the evacuation site.

Group Leader:

In the event of an emergency it is your responsibility to help and assist the Incident Commander with ensuring the safety of the students. You will also be given a section of Teachers/Facilitators that will follow your lead if an emergency does occur. Your goal is to make sure everyone is safely reunited with their families. In the case of an evacuation, you will coordinate with the Incident Commander to ensure the safe evacuation of the students within your section.

Teachers/Facilitators:

In the event of an emergency it is your responsibility to assist and help the Group Leaders ensure the safety of the students and staff members. During an evacuation, it is your responsibility to help the Group Leader and the Incident Commander get the students within your room number safely to the evacuation site.

Emergency Response Plan & Policy

Vanguard Academy maintains an Emergency Preparedness Plan that includes the following four phases of emergency management: 1) Mitigation, 2) Preparedness, 3) Response, 4) Recovery. Through these phases we will prepare for emergencies by both proactively minimizing risks where possible and also providing procedures, education, and annual training for staff focused on making emergency response process effective.

Mitigation

Through their annual review, the Emergency Response Committee will work to identify areas weakness or threat. They will review procedures to ensure that they are accurate and recommend updates as necessary. If new risks arise or there is a reasonable probability those events should be addressed.

Preparedness

Being prepared for an emergency comes through planning and coordination. A thorough review and update to procedures provides all staff members steps for handling emergency situations. Staff receive an updated Emergency Binder with procedures covering the following topics:

- Animals In School
- Bloodborne Pathogens
- Bomb Threat
- Suspicious Package
- Earthquake
- Explosions
- Fire/Gas Leak
- Hazardous Materials
- Hostage Situation
- Intruder/Lockdown
- Medical Emergency
- Power Outage
- Robbery/Theft
- Shelter in Place
- Weapons

Students will be given instruction about emergency procedures and guided through emergency evacuation drills according to the annually updated drill schedule. Teachers work together with paras to provide reasonable care and supervision for all students during a drill the way they would in a real emergency.

Response

The goal of the drills and training is to prepare staff and students so, that in the event of a real emergency, everyone will be able to respond confidently and efficiently. Good communication during a real emergency is vital. Staff and parents need to be informed, and community and emergency departments will be contacted as appropriate. Staff will communicate through walkie-talkies during evacuation events. Communication to parents and student contacts off campus will go out via swift K12 (call, text, & email) to provide information about the situation.

Resources and materials available during an emergency include but may not be limited to the following: 1st Aid Kit (In the office), CPR trained (health teachers), Counseling and support. Vanguard will ensure reasonably adequate educational services and supervision are provided during an emergency including an extended emergency situation.

The Vanguard building may be available to others in the time of an emergency as approved through the Director.

Recovery

At the end of a drill, administration and staff will work together to see that students return to class to resume learning. In the event of a real emergency, steps will be taken to return to normal if possible. If returning to the building is not an option, the notification system will be used to contact parents. Students under the age of 15 will not be released at other than regularly scheduled hours unless the parent or another responsible party has been notified and/or assumes responsibility. If there is an extended emergency, the Director will work together with the Board to determine a plan to continue providing educational support and supervision.

Approved: Pending Board Review



Emergency Drill Log for the Year _____

Date	Type of Drill	Time of day	Scheduled Y/N	Length of Drill

Emergency Response Team - Coordinator Checklist

- Have you coordinated and scheduled these drills with the Incident Commander?
- Have you coordinated and scheduled these drills with Ameris for this drill?
- Have you scheduled this drill with AAA Security?
- Do one of these drills need to include a fire safety inspection?
(Check with AAA Security)
- Is there a drill scheduled for every two months of the school year?
- Did you remember to schedule your Intruder/Evacuation drill?

Team Leader Sign Off: _____

Incident Commander Signoff: _____

ANIMALS IN SCHOOLS

SERVICE ANIMALS

Vanguard Academy acknowledges its responsibility to permit students, parents/guardians, family members, employees, and community members with disabilities to be accompanied by a “service animal”.

A “service animal” is an animal that is individually trained to do work or perform tasks for the benefit of assisting or accommodating a disabled person’s sensory, mental, or physical disability. The animal must be trained to engage in specific actions or tasks to assist its handler with a disability. The work or tasks performed by a service animal must be directly related to the individual's disability. An animal whose sole function is as a pet or to provide comfort or emotional support does not qualify as a service animal under this Regulation or law.

ALL OTHER ANIMALS ON CAMPUS

With the exception of service animals, animals are not allowed on campuses during school hours unless specifically approved by the Director. Many animals, while well-behaved normally, may act aggressively under the increased input of a school campus where students and adults are moving constantly. School hours are meant to include classroom periods, the period of time before and after school when students are entering and exiting the school, and during after-school activities when students are present. Parents or guardians walking their animals and the student as part of the arrival or departure process must keep their animals off the school grounds. Animals remaining in vehicles while visiting the campus are not restricted except that owners should keep windows and other openings restricted to prevent children from reaching into the vehicle.

Reporting Problems

If a student or staff member has an incident with an animal on campus, or if there are allergic symptoms present, then the Director must be notified. If the incident involved student exposure to the animal or animal products where the skin has been broken or other cause for concern is present, then the parent or guardian must be contacted by the Director or delegate.

Bloodborne Pathogen

What are bloodborne pathogens?

Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV). Needlesticks and other sharps-related injuries may expose workers to bloodborne pathogens. Workers in many occupations, including first responders, housekeeping personnel in some industries, nurses and other healthcare personnel, all may be at risk for exposure to bloodborne pathogens.

What can be done to control exposure to bloodborne pathogens?

In order to reduce or eliminate the hazards of occupational exposure to bloodborne pathogens, an employer must implement an exposure control plan for the worksite with details on employee protection measures. The plan must also describe how an employer will use engineering and work practice controls, personal protective clothing and equipment, employee training, medical surveillance, hepatitis B vaccinations, and other provisions as required by OSHA's Bloodborne Pathogens Standard (29 CFR 1910.1030). Engineering controls are the primary means of eliminating or minimizing employee exposure and include the use of safer medical devices, such as needleless devices, shielded needle devices, and plastic capillary tubes.

Bloodborne Pathogens Standard

The following model for an Exposure Control Plan includes all elements required by the OSHA bloodborne pathogens standard (29 CFR 1910.1030). The intent of this model is to provide employers with an easy-to-use format that may be used as a template to develop a written exposure control plan tailored to the individual requirements of their establishments.

Model Exposure Control Plan

POLICY

Vanguard Academy is committed to providing a safe and healthful work environment for our entire staff. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with OSHA standard 29 CFR 1910.1030, "Occupational Exposure to Bloodborne Pathogens."

The ECP is a key document to assist our organization in implementing and ensuring compliance with the standard, thereby protecting our employees. This ECP includes:

- Determination of employee exposure
- Implementation of various methods of exposure control, including:
 - Universal precautions
 - Engineering and work practice controls
 - Personal protective equipment
 - Housekeeping
- Hepatitis B vaccination
- Post-exposure evaluation and follow-up
- Communication of hazards to employees and training
- Recordkeeping
- Procedures for evaluating circumstances surrounding exposure incidents

Implementation methods for these elements of the standard are discussed in the subsequent pages of this ECP.

PROGRAM ADMINISTRATION

- (Name of responsible person or department) is (are) responsible for implementation of the ECP. (Name of responsible person or department) will maintain, review, and update the ECP at least annually, and whenever necessary to include new or modified tasks and procedures.

Contact location/phone number: _____

- Those employees who are determined to have occupational exposure to blood or other potentially infectious materials (OPIM) must comply with the procedures and work practices outlined in this ECP.

- (Name of responsible person or department) will provide and maintain all necessary personal protective equipment (PPE), engineering controls (e.g., sharps containers), labels, and red bags as required by the standard. (Name of responsible person or department will ensure that adequate supplies of the aforementioned equipment are available in the appropriate sizes.

Contact location/phone number: _____

- (Name of responsible person or department) will be responsible for ensuring that all medical actions required by the standard are performed and that appropriate employee health and OSHA records are maintained.

Contact location/phone number: _____

- (Name of responsible person or department) will be responsible for training, documentation of training, and making the written ECP available to employees, OSHA, and NIOSH representatives.

Contact location/phone number: _____

EMPLOYEE EXPOSURE DETERMINATION

The following is a list of all job classifications at our establishment in which all employees have occupational exposure:

Job Title	Department/Location
(Example: Phlebotomists) _____	(Clinical Lab) _____

Job Title	Department/Location
(Example: Phlebotomists) _____	(Clinical Lab) _____

(use as many lines as necessary)

The following is a list of job classifications in which some employees at our establishment have occupational exposure. Included is a list of tasks and procedures, or groups of closely related tasks and procedures, in which occupational exposure may occur for these individuals:

Example:

Job Title	Department	Location	Task	Procedure
__ Housekeeper	_____	Environmental Services	_____	Handling Regulated Waste

Job Title	Department	Location	Task	Procedure
__ Housekeeper	_____	Environmental Services	_____	Handling Regulated Waste

(use as many lines as necessary)

NOTE: Part-time, temporary, contract and per diem employees are covered by the bloodborne pathogens standard. The ECP should describe how the standard will be met for these employees.

METHODS OF IMPLEMENTATION AND CONTROL

Universal Precautions

All employees will utilize universal precautions.

Exposure Control Plan

Employees covered by the bloodborne pathogens standard receive an explanation of this ECP during their initial training session. It will also be reviewed in their annual refresher training. All employees can review this plan at any time during their work shifts by contacting (Name of responsible person or department). If requested, we will provide an employee with a copy of the ECP free of charge and within 15 days of the request.

(Name of responsible person or department) is responsible for reviewing and updating the ECP annually or more frequently if necessary to reflect any new or modified tasks and procedures that affect occupational exposure and to reflect new or revised employee positions with occupational exposure.

Engineering Controls and Work Practices

Engineering controls and work practice controls will be used to prevent or minimize exposure to bloodborne pathogens. The specific engineering controls and work practice controls used are listed below:

- (For example: non-glass capillary tubes, SESIPs, needleless systems)
- _____
- _____

Sharps disposal containers are inspected and maintained or replaced by (Name of responsible person or department) every (list frequency) or whenever necessary to prevent overfilling.

This facility identifies the need for changes in engineering controls and work practices through (Examples: Review of OSHA records, employee interviews, committee activities, etc.)

We evaluate new procedures and new products regularly by (Describe the process, literature reviewed, supplier info, products considered) _____.

Both front-line workers and management officials are involved in this process in the following manner: (Describe employees' involvement) _____ (Name of responsible person or department) is responsible for ensuring that these recommendations are implemented.

Personal Protective Equipment (PPE)

PPE is provided to our employees at no cost to them. Training in the use of the appropriate PPE for specific tasks or procedures is provided by (Name of responsible person or department).

The types of PPE available to employees are as follows:

_list items (gloves, eye protection, etc.) _____

PPE is located (List location) and may be obtained through (Name of responsible person or department). (Specify how employees will obtain PPE and who is responsible for ensuring that PPE is available.)

All employees using PPE must observe the following precautions:

- Wash hands immediately or as soon as feasible after removing gloves or other PPE.
- Remove PPE after it becomes contaminated and before leaving the work area.
- Used PPE may be disposed of in (List appropriate containers for storage, laundering, decontamination, or disposal.)
- Wear appropriate gloves when it is reasonably anticipated that there may be hand contact with blood or OPIM, and when handling or touching contaminated items or surfaces; replace gloves if torn, punctured or contaminated, or if their ability to function as a barrier is compromised.
- Utility gloves may be decontaminated for reuse if their integrity is not compromised; discard utility gloves if they show signs of cracking, peeling, tearing, puncturing, or deterioration.
- Never wash or decontaminate disposable gloves for reuse.
- Wear appropriate face and eye protection when splashes, sprays, spatters, or droplets of blood or OPIM pose a hazard to the eye, nose, or mouth.
- Remove immediately or as soon as feasible any garment contaminated by blood or OPIM, in such a way as to avoid contact with the outer surface.

The procedure for handling used PPE is as follows:

_____(may refer to specific procedure by title or number and last date of review; include how and where to decontaminate face shields, eye protection, resuscitation equipment) _____

Housekeeping

Regulated waste is placed in containers which are closable, constructed to contain all contents and prevent leakage, appropriately labeled or color-coded (see the following section "Labels"), and closed prior to removal to prevent spillage or protrusion of contents during handling.

The procedure for handling sharps disposal containers is: ___ (may refer to specific procedure by title or number and last date of review) _____

The procedure for handling other regulated waste is: ___(may refer to specific procedure by title or number and last date of review) _____

Contaminated sharps are discarded immediately or as soon as possible in containers that are closable, puncture-resistant, leak proof on sides and bottoms, and appropriately labeled or color-coded. Sharps

disposal containers are available at (must be easily accessible and as close as feasible to the immediate area where sharps are used).

Bins and pails (e.g., wash or emesis basins) are cleaned and decontaminated as soon as feasible after visible contamination.

Broken glassware that may be contaminated is only picked up using mechanical means, such as a brush and dustpan.

Laundry

The following contaminated articles will be laundered by this company: _____

Laundering will be performed by (Name of responsible person or department) at (time and/or location).

The following laundering requirements must be met:

- Handle contaminated laundry as little as possible, with minimal agitation
- Place wet contaminated laundry in leak-proof, labeled or colorcoded containers before transport. Use (specify either red bags or bags marked with the biohazard symbol) for this purpose.
- Wear the following PPE when handling and/or sorting contaminated laundry: (List appropriate PPE).

Labels

The following labeling methods are used in this facility:

Equipment to be Labeled

(specimens, contaminated laundry, etc.)

Label Type (size, color)

(red bag, biohazard label)

Equipment to be Labeled

(specimens, contaminated laundry, etc.)

Label Type (size, color)

(red bag, biohazard label)

(Name of responsible person or department) is responsible for ensuring that warning labels are affixed or red bags are used as required if regulated waste or contaminated equipment is brought into the facility. Employees are to notify (Name of responsible person or department) if they discover regulated waste containers, refrigerators containing blood or OPIM, contaminated equipment, etc., without proper labels.

HEPATITIS B VACCINATION

(Name of responsible person or department) will provide training to employees on hepatitis B vaccinations, addressing safety, benefits, efficacy, methods of administration, and availability.

The hepatitis B vaccination series is available at no cost after initial employee training and within 10 days of initial assignment to all employees identified in the exposure determination section of this plan.

Vaccination is encouraged unless:

1. Documentation exists that the employee has previously received the series
2. Antibody testing reveals that the employee is immune
3. Medical evaluation shows that vaccination is contraindicated.

However, if an employee declines the vaccination, the employee must sign a declination form. Employees who decline may request and obtain the vaccination at a later date at no cost. Documentation of refusal of the vaccination is kept at (List location).

Vaccination will be provided by (List health care professional responsible for this part of the plan) at (location).

Following the medical evaluation, a copy of the health care professional's written opinion will be obtained and provided to the employee within 15 days of the completion of the evaluation. It will be limited to whether the employee requires the hepatitis vaccine and whether the vaccine was administered.

POST-EXPOSURE EVALUATION AND FOLLOW-UP

Should an exposure incident occur, contact (Name of responsible person) at the following number

An immediately available confidential medical evaluation and follow-up will be conducted by (name of licensed health care professional). Following initial first aid (clean the wound, flush eyes or other mucous membrane, etc.), the following activities will be performed:

- Document the routes of exposure and how the exposure occurred.
- Identify and document the source individual (unless the employer can establish that identification is infeasible or prohibited by state or local law).
- Obtain consent and make arrangements to have the source individual tested as soon as possible to determine HIV, HCV, and HBV infectivity; document that the source individual's test results were conveyed to the employee's health care provider.
- If the source individual is already known to be HIV, HCV and/or HBV positive, new testing need not be performed.

- Assure that the exposed employee is provided with the source individual's test results and with information about applicable disclosure laws and regulations concerning the identity and infectious status of the source individual (e.g., laws protecting confidentiality).
- After obtaining consent, collect exposed employee's blood as soon as feasible after exposure incident, and test blood for HBV and HIV serological status
- If the employee does not give consent for HIV serological testing during collection of blood for baseline testing, preserve the baseline blood sample for at least 90 days; if the exposed employee elects to have the baseline sample tested during this waiting period, perform testing as soon as feasible.

ADMINISTRATION OF POST-EXPOSURE EVALUATION AND FOLLOW-UP

(Name of responsible person or department) ensures that health care professional(s) responsible for employee's hepatitis B vaccination and post-exposure evaluation and follow-up are given a copy of OSHA's bloodborne pathogens standard.

(Name of responsible person or department) ensures that the health care professional evaluating an employee after an exposure incident receives the following:

- A description of the employee's job duties relevant to the exposure incident
- Route(s) of exposure
- Circumstances of exposure
- If possible, results of the source individual's blood test
- Relevant employee medical records, including vaccination status (Name of responsible person or department) provides the employee with a copy of the evaluating health care professional's written opinion within 15 days after completion of the evaluation.

PROCEDURES FOR EVALUATING THE CIRCUMSTANCES SURROUNDING AN EXPOSURE INCIDENT

(Name of responsible person or department) will review the circumstances of all exposure incidents to determine:

- Engineering controls in use at the time
- Work practices followed
- A description of the device being used (including type and brand)
- Protective equipment or clothing that was used at the time of the exposure incident (gloves, eye shields, etc.)
- Location of the incident (O.R., E.R., patient room, etc.)
- Procedure being performed when the incident occurred
- Employee's training

(Name of Responsible Person) will record all percutaneous injuries from contaminated sharps in a Sharps Injury Log.

If revisions to this ECP are necessary (Responsible person or department) will ensure that appropriate changes are made. (Changes may include an evaluation of safer devices, adding employees to the exposure determination list, etc.)

EMPLOYEE TRAINING

All employees who have occupational exposure to bloodborne pathogens receive initial and annual training conducted by (Name of responsible person or department). (Attach a brief description of their qualifications.)

All employees who have occupational exposure to bloodborne pathogens receive training on the epidemiology, symptoms, and transmission of bloodborne pathogen diseases. In addition, the training program covers, at a minimum, the following elements:

- A copy and explanation of the OSHA bloodborne pathogen standard
- An explanation of our ECP and how to obtain a copy
- An explanation of methods to recognize tasks and other activities that may involve exposure to blood and OPIM, including what constitutes an exposure incident
- An explanation of the use and limitations of engineering controls, work practices, and PPE
- An explanation of the types, uses, location, removal, handling, decontamination, and disposal of PPE
- An explanation of the basis for PPE selection
- Information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, the benefits of being vaccinated, and that the vaccine will be offered free of charge
- Information on the appropriate actions to take and persons to contact in an emergency involving blood or OPIM
- An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available
- Information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident 13
- An explanation of the signs and labels and/or color coding required by the standard and used at this facility
- An opportunity for interactive questions and answers with the person conducting the training session.

Training materials for this facility are available at (name location).

RECORDKEEPING

Training Records

Training records are completed for each employee upon completion of training. These documents will be kept for at least three years at (Location of records).

The training records include:

- The dates of the training sessions
- The contents or a summary of the training sessions
- The names and qualifications of persons conducting the training
- The names and job titles of all persons attending the training sessions

Employee training records are provided upon request to the employee or the employee's authorized representative within 15 working days. Such requests should be addressed to (Name of responsible person or department).

Medical Records

Medical records are maintained for each employee with occupational exposure in accordance with 29 CFR 1910.1020, "Access to Employee Exposure and Medical Records."

(Name of Responsible person or department) is responsible for maintenance of the required medical records. These confidential records are kept in (List location) for at least the duration of employment plus 30 years.

Employee medical records are provided upon request of the employee or to anyone having written consent of the employee within 15 working days. Such requests should be sent to (Name of responsible person or department and address).

OSHA Recordkeeping

An exposure incident is evaluated to determine if the case meets OSHA's Recordkeeping Requirements (29 CFR 1904). This determination and the recording activities are done by (Name of responsible person or department).

Sharps Injury Log

In addition to the 1904 Recordkeeping Requirements, all percutaneous injuries from contaminated sharps are also recorded in a Sharps Injury Log. All incidences must include at least:

- Date of the injury
- Type and brand of the device involved (syringe, suture needle)
- Department or work area where the incident occurred
- Explanation of how the incident occurred.

This log is reviewed as part of the annual program evaluation and maintained for at least five years following the end of the calendar year covered. If a copy is requested by anyone, it must have any personal identifiers removed from the report.

HEPATITIS B VACCINE DECLINATION (MANDATORY)

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Signed: (Employee Name) _____ Date: _____

The hazard communication standard requires you to develop a written hazard communication program. The following is a sample hazard communication program that you may use as a guide in developing your program.

Hazard Communication Standard

The following model Hazard Communication Program is based on the requirements of the OSHA Hazard Communications Standard, 29 CFR 1910.1200. The intent of this model is to provide an easy-to-use format to tailor to the specific requirements of your establishment.

Model Hazard Communication Program

1. Company Policy

To ensure that information about the dangers of all hazardous chemicals used by (Name of Company) is known by all affected employees, the following hazardous information program has been established. Under this program, you will be informed of the contents of the OSHA Hazard Communications standard, the hazardous properties of chemicals with which you work, safe handling procedures and measures to take to protect yourself from these chemicals.

This program applies to all work operations in our company where you may be exposed to hazardous chemicals under normal working conditions or during an emergency situation. All work units of this company will participate in the Hazard Communication Program. Copies of the Hazard Communication Program are available in the (location) for review by any interested employee.

(Name of responsible person and/or position) is the program coordinator, with overall responsibility for the program, including reviewing and updating this plan as necessary.

2. Container Labeling

(Name of responsible person and/or position) will verify that all containers received for use will be clearly labeled as to the contents, note the appropriate hazard warning, and list the manufacturer's name and address.

The (name of responsible person and/or position) in each section will ensure that all secondary containers are labeled with either an extra copy of the original manufacturer's label or with labels marked with the identity and the appropriate hazard warning. For help with labeling, see (name of responsible person and/or position).

On the following individual stationary process containers, we are using (description of labeling system used) rather than a label to convey the required information:

(List containers here).

We are using an in-house labeling system that relies on (describe any in-house system which uses numbers or graphics to convey hazard information).

The (name of responsible person and/or position) will review the company labeling procedures every (provide a time period) and will update labels as required.

3. Material Safety Data Sheets (MSDSs)

The (name of responsible person and/or position) is responsible for establishing and monitoring the company MSDS program. He/she will ensure that procedures are developed to obtain the necessary MSDSs and will review incoming MSDSs for new or significant health and safety information. He/she will see that any new information is communicated to affected employees. The procedure below will be followed when an MSDS is not received at the time of initial shipment:

(Describe procedure to be followed here)

Copies of MSDSs for all hazardous chemicals to which employees are exposed or are potentially exposed will be kept in (identify location).

MSDSs will be readily available to all employees during each work shift. If an MSDS is not available, contact (name of responsible person and/or position).

MSDSs will be readily available to employees in each work area using the following format:

(Describe company format here)

Note: If an alternative to paper copies of MSDSs is used, describe the format and how employees can access them.

When revised MSDSs are received, the following procedures will be followed to replace old MSDSs:

(Describe procedures)

4. Employee Training and Information

(Name of responsible person and/or position) is responsible for the Hazard Communication Program and will ensure that all program elements are carried out.

Everyone who works with or is potentially exposed to hazardous chemicals will receive initial training on the hazard communication standard and this plan before starting work. Each new employee will attend a health and safety orientation that includes the following information and training:

- An overview of the OSHA hazard communication standard
- The hazardous chemicals present at his/her work area
- The physical and health risks of the hazardous chemicals
- Symptoms of overexposure
- How to determine the presence or release of hazardous chemicals in the work area
- How to reduce or prevent exposure to hazardous chemicals through use of control procedures, work practices and personal protective equipment
- Steps the company has taken to reduce or prevent exposure to hazardous chemicals
- Procedures to follow if employees are overexposed to hazardous chemicals
- How to read labels and MSDSs to obtain hazard information
- Location of the MSDS file and written Hazard Communication Program

Prior to introducing a new chemical hazard into any section of this company, each employee in that section will be given information and training as outlined above for the new chemical hazard. The training format will be as follows:

(Describe training format, such as audiovisuals, interactive computer programs, classroom instruction, etc.)

5. Hazardous Non-routine Tasks

Periodically, employees are required to perform non-routine tasks that are hazardous. Examples of non-routine tasks are: confined space entry, tank cleaning, and painting reactor vessels.

Prior to starting work on such projects, each affected employee will be given information by (name of responsible person and/or position) about the hazardous chemicals he or she may encounter during such activity. This information will include specific chemical hazards, protective and safety measures the employee should use, and steps the company is taking to reduce the hazards, including ventilation, respirators, the presence of another employee (buddy systems), and emergency procedures.

Examples of non-routine tasks performed by employees of this company are:

Task	Hazardous Chemical
_____	_____
_____	_____
_____	_____
_____	_____

6. Informing Other Employers/Contractors

It is the responsibility of (Name of responsible person and/or position) to provide other employers and contractors with information about hazardous chemicals that their employees may be exposed to on a

job site and suggested precautions for employees. It is the responsibility of (name of responsible person and/or position) to obtain information about hazardous chemicals used by other employers to which employees of this company may be exposed.

Other employers and contractors will be provided with MSDSs for hazardous chemicals generated by this company's operations in the following manner:

(Describe company policy here)

In addition to providing a copy of an MSDS to other employers, other employers will be informed of necessary precautionary measures to protect employees exposed to operations performed by this company.

Also, other employers will be informed of the hazard labels used by the company. If symbolic or numerical labeling systems are used, the other employees will be provided with information to understand the labels used for hazardous chemicals for which their employees may have exposure.

7. List of Hazardous Chemicals

A list of all known hazardous chemicals used by our employees is attached to this plan. This list includes the name of the chemical, the manufacturer, the work area in which the chemical is used, dates of use, and quantity used. Further information on each chemical may be obtained from the MSDSs, located in (identify location).

When new chemicals are received, this list is updated (including date the chemicals were introduced) within 30 days. To ensure any new chemical is added in a timely manner, the following procedures shall be followed:

(Identify procedures to be followed)

The hazardous chemical inventory is compiled and maintained by (Name of responsible person and/or position and telephone number).

8. Chemicals in Unlabeled Pipes

Work activities are sometimes performed by employees in areas where chemicals are transferred through unlabeled pipes. Prior to starting work in these areas, the employee shall contact (name of responsible person and/or position) for information regarding:

- The chemical in the pipes
- Potential hazards
- Required safety precautions.

Include here the chemical list developed during the inventory. Arrange this list so that you are able to cross-reference it with your MSDS file and the labels on your containers. Additional useful information, such as the manufacturer's telephone number, an emergency number, scientific name, CAS number, the associated task, etc., can be included.

9. Program Availability

A copy of this program will be made available, upon request, to employees and their representatives.

Bomb Threat

Goal: To provide for the safety of students, staff, and facilities in the case of a bomb threat.

Objectives:

- * Determine the seriousness of the threat.
- * Notify 911 of the threat.
- * Activate the Incident Management System.
- * Activate an evacuation.
- * Provide for the accountability of students and staff.

Teacher/Staff Procedures:

___ Instruct students to not use cell phones for any reason. Power off ALL cell phones.

___ Gather your emergency procedures packet and current class roster.

___ Take 30 seconds to walk around your room and look for anything out of the ordinary or unusual (packages, backpacks, devices, etc.) DO NOT TOUCH OR MOVE ANYTHING SUSPICIOUS. Report any finding to your Group Leader once you have safely evacuated your students.

___ Exit the building according to the established fire escape route.

___ Upon reaching the evacuation location, check student's attendance. If all students are present, hold up your green card. If you have a missing student or a student requiring medical attention, hold up your red card.

___ The Group Leader will contact you to coordinate information for missing students or students needing medical treatment.

Team Leader/Group Leader Procedures:

- * Follow above teacher/staff procedures.

___ Group Leaders: Sweep your designated area and common areas. If you locate any students, escort them out of the building and direct them to rejoin their teacher/class. Inform the Incident Commander.

___ *If at any time during your sweep you find anything out of the ordinary, do NOT touch it. Document what it looks like and its location.*

___ Check in with Department Head teachers/staff.

___ Group Leaders: Notify the "Incident Commander" of any missing students or students needing medical attention for your grade levels. Also report any unusual or suspicious packages that have been reported or witnessed during your sweep.

___ Provide status report as necessary to Incident Commander including:

- * What has happened to anyone in your group section?
- * What have you done already?
- * What do you anticipate or need for your group section?

Bomb Threat Checklist

Upon receiving a bomb threat, do not hang up on the caller. Use the Bomb Threat Checklist. The Incident Commander will coordinate notifying staff and students. Remain calm and follow instructions to evacuate the building and follow procedures Ref# 3.03 1 of 3.

Upon receiving a phone message that a bomb has been planted in the school:

- * Remain calm. Do not hang up on the caller for any reason.
- * Power off all cell phones (students, teachers, staff, visiting parents)
- * *Do not use cell phones or radios, as the signals could set off the bomb.*
- * If possible, get the attention of a co-worker and have them use another landline to call 911 and notify the office.
- * Listen closely to the caller's voice and speech patterns and background noises.
- * Do not touch any unrecognizable items in the school or surrounding property.
- * Use the checklist below and write down your conversation with the caller.

Checklist:

- * Exact wording of the threat:

- * Caller Profile (gender of caller, race, age, voice):

Gender _____

Race _____

Age _____

Voice _____

Questions to ask:

When is the bomb going to explode?

Where is it right now?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb?

Why?

What is your name?

What is your address?

* Length of call: _____ Date/Time:

* Threat language: (well spoken, educated, incoherent, foul, irrational, taped, etc?)

* Background Sounds (street noises, animal noises, clear, static, music, house noises, motors, factory or other machinery, voices, PA system, local, long distance, phone booth, office machinery?)

Other Notes:

Suspicious Package

Goal: To provide for the safety of students, staff, and facilities in the case of a suspicious package.

Indicators of suspicious packages and letters:

- * Inappropriate or unusual labeling
- * Excessive postage
- * Strange and/or no return address
- * Marked with threatening, insulting, or disparaging language
- * Postmarked from a city or state that doesn't match the return address
- * Powdery substance felt through or visible on the package or envelope
- * Oily stains, discolorations, or odor
- * Lopsided or uneven envelope
- * Excessive packaging material such as masking tape or string
- * Protruding wires
- * Aluminum foil
- * Ticking noises

Opened package or letter:

- * Do not panic.
- * Do not disturb item any further.
- * Do not pass it around or contaminate others.
- * Do not try to clean it up or brush it from your clothing.
- ___ Keep your hands away from your face to avoid contaminating your eyes, nose, and mouth.
- ___ Wait for help to arrive.
- ___ Prevent others from entering the area and becoming contaminated.
- ___ Notify office.
- ___ Call 911. Give them your exact location, number of people potentially exposed, description of the package/device, actions taken, and follow their instructions.
- ___ Turn off ventilation system where appropriate to avoid further contamination.

Unopened package or letter:

- * Do not panic.
- * Do not handle it.
- ___ Notify office.
- ___ Call 911. Give them your exact location, number of people potentially exposed, description of the package/device, actions taken, and follow their instructions.
- ___ You may need to turn off your thermostat/ventilation system where appropriate to avoid further contamination.
- ___ Keep your hands away from your face to avoid contaminating your eyes, nose, and mouth.
- ___ Wait for help to arrive.

Earthquake

Teachers your goal is to ensure the safety and wellbeing of the students in the event of an earthquake through preparation, planning, and education. At the first sign of an earthquake (or first drill announcement), have all room occupants **drop, cover, and hold on**. Remain in the sheltered position for at least 60 seconds. Do **not** automatically rush your class into the hallway or evacuate the building.

___ Initiate an appropriate response to the aftermath of an earthquake

___ Provide for the accountability and medical needs of students and staff

___ Start the search and rescue of missing individuals, if authorized by the incident commander. If incident commander is unavailable team Group Leaders will make that decision using their best judgement.

___ It is recommended that you stay where you are. If you are inside, stay inside. If you are outside, stay outside.

___ Wait to hear instructions from the administration or the **Incident Commander to exit building**.

___ If you have waited an extended period, smell gas, or see smoke, then move the class to safety by leaving the building. If gas or fire is not a threat, a safe location may be inside another room. Exit the building only after it is SAFE to do so. *Note: an evacuation should never be assumed or automatic.* Group Leaders will make evacuation decisions using their best judgment if Command Officers are not able to communicate with Group Leaders.

___ Account for all students before you leave your classroom.

___ Use the BUDDY SYSTEM. Classes should exit in pairs. Classes with teaching assistants should exit with one teacher in front and one in back. Use the suggested routes on your evacuation map. **DO NOT USE ELEVATOR.**

___ Once outside, assemble in the designated evacuation location and account for all students again.

___ Hold up green card, if available, to indicate all students are accounted for and no medical attention is necessary. Hold up red card if you have any missing students or any students requiring medical attention.

If the classroom damage forces you to leave the area, take injured students only if moving them will not cause further injury. Try to protect students from falling objects, should an aftershock occur, and most importantly. **Remain calm!!!**

Explosions

Before an Explosion

The following are things you can do to protect yourself, your students and your property in the event of an explosion.

- Learn what to do in case of bomb threats or receiving suspicious packages and letters
- Ensure your employers have up-to-date information about any medical needs you may have and how to contact designated beneficiaries or emergency contacts.

Bomb Threats

- See Bomb Threats 3.03

Suspicious Packages and Letters

- See Suspicious Packages 3.04

During an Explosion

- Get under a sturdy table or desk if things are falling around you. When they stop falling, leave quickly, watching for obviously weakened floors and stairways.
- Do not use elevators.
- Stay low if there is smoke. Do not stop to retrieve personal possessions or make phone calls.
- Check for fire and other hazards.
- Once you are out, do not stand in front of windows, glass doors or other potentially hazardous areas.
- If you are trapped in debris, use a flashlight, whistle or tap on pipes to signal your location to rescuers.
- Shout only as a last resort to avoid inhaling dangerous dust.
- Cover your nose and mouth with anything you have on hand.

After an Explosion

- There may be significant numbers of casualties or damage to buildings and infrastructure.
- Heavy law enforcement involvement at local, state and federal levels.
- Health and mental health resources in the affected communities can be strained to their limits, maybe even overwhelmed.

- Extensive media coverage, strong public fear and international implications and consequences.
- Workplaces and schools may be closed, and there may be restrictions on domestic and international travel.
- You and your family or household may have to evacuate an area, avoiding roads blocked for your safety.
- Clean-up may take many months.

Fire/Gas Leak

Group Leader: In the event of a fire or gas leak, your goal is to ensure that all students and staff are safely evacuated from the interior of the school.

Objectives:

_____ When the fire alarm sounds, remain calm and instruct the students to quickly and safely evacuate the building as per predetermined escape routes within 1-2 minutes, to the designated evacuation location. Ref # 4.02

_____ Take your emergency procedures binder from your wall pocket next to your door and walkie talkie.

_____ Turn on your walkie talkie (Channel 9)
Say "Section (Your Section) checking in".

_____ Stop, and make sure all Teacher/Staff classrooms with in your section are closed, and lights are turned off. Ref # 4.02

_____ Ensure that all students have exited all classrooms.

_____ Go to your section letter sign location (Ref # 4.03) and provide for the accountability of your section.

Check to see if any teachers from your group have their RED card up.

_____ Hold up GREEN card from emergency procedures folder if ALL students are PRESENT/ACCOUNTED FOR.

_____ Hold up RED card from emergency procedures folder to signify UNACCOUNTED students OR if you have a medical EMERGENCY.

_____ Listen on the Radio for incident commander. (Channel 9)
Say "Section (Your Section) all clear", when all your section is GREEN.

IF NECESSARY

_____ Initiate search and rescue of missing individuals.

_____ Coordinate next response with your Incident Commander.

_____ Wait for "ALL CLEAR" to head back into building after a drill.

If further Evacuation is necessary, evacuate to the predetermined Evac Site
(Parkway Rec Center) 1820 W Parkway Blvd.

School policy

Dangerous Goods and Hazardous Substances

Purpose of this policy

To ensure that all risks associated with the use of dangerous goods and hazardous substances in government schools are safely controlled and managed.

Policy

Directors are responsible for ensuring that:

- all dangerous goods and hazardous substances are identified within the school and included in a chemical register
- risk assessments and controls are established for dangerous goods and hazardous substance use in consultation with the Health and Safety Representative and employees;
- Safe Work Procedures (SWP) specific to the handling of dangerous goods and hazardous substances stored in the workplace, are developed and implemented
- safety information, including Safety Data Sheets (MSDS) and the Chemical Register is readily available
- chemicals are not introduced into the school without considering and managing any associated risk;
- restricted substances are not used or stored in the workplace
- appropriate training and Personal Protective Equipment (PPE) is provided for employees who may be exposed to dangerous goods and hazardous substances
- relevant signage is displayed, highlighting the hazardous nature of chemicals used or stored in the workplace
- decanted chemicals are labelled according to the Globally Harmonized System (GHS). Labels can be obtained from ChemWatch
- chemicals purchased from commercial suppliers are labelled according to the GHS system and similarly, safety data sheets will be provided in the GHS format.
See: [Guidance Sheet 1: Chemical Storage \(docx - 99.67kb\)](#)

Accidental poisoning/contamination

The Poison Control Number is (800) 222-1222

If there is a case of accidental poisoning, telephone the Poisons Information Centre and provide the:

- name of the poison
- length of time of the exposure
- any signs and symptoms.

If there is accidental contamination:

- clothing should be changed promptly
- skin washed (without scrubbing) with soap and water
- follow the directions on the label which might include getting to a doctor or hospital quickly.

Department resources

For more information see:

- [Chemical Management](#)
- [Chemwatch MSDS Database](#)
- [OHS Risk Management](#)

Advice may also be obtained from the Department's:

- OHS Advisory Service - 1300 074 715; or email safety@edumail.vic.gov.au or contact [Regional OHS and Facilities Support Officers](#)

Other resources

- [WorkSafe Victoria - Recognising Dangerous Goods Segregation Chart](#)

Hazardous chemical register

A Hazardous chemical register is a list of all hazardous chemicals used, handled or stored at your workplace. You must keep the current safety data sheet (SDS) with this register and make sure it is accessible to workers. The SDS will tell you how to use and manage hazardous chemicals safely. The supplier of your chemicals should provide a SDS on request. **Note:** Chemicals not classified as hazardous chemicals do not require SDSs and do not need to be included in this register.

How can you tell if a chemical is classed as hazardous?

Section 2 of the SDS will tell you if, and how the chemical is hazardous. Other indications are:

- The manufacturer or supplier provided a copy of the SDS with the chemical
- The label of the product includes:
 - diamond-shaped warning pictograms (see right)
 - signal words *Danger* or *Warning*
 - hazard or precautionary statements such as *Toxic if swallowed* and *Wear eye protection*
 - risk or safety phrases such as *Harmful if swallowed* and *Keep out of the reach of children*.

Contact the manufacturer or supplier for more details or for a copy of the SDS. Many companies also provide SDSs online.



Chemical name	Manufacturer including Australian contact details	SDS issue date (must be <5 years)	Maximum quantity held on site *	Comments

* If quantities stored at the workplace are equal to or exceed the amounts specified in the Work Health and Safety Regulation 2011 Schedule 11, placarding and/or manifests may be required. See worksafe.qld.gov.au for details.

Hostage Situation

If you hear or witness a hostage situation:

- Remove yourself from any danger by leaving the immediate area
- Notify the Police by CALLING 911
- Be prepared to give Police the following information:
 - Location and room number of incident
 - Number of possible hostage takers
 - Physical description and names of hostage takers, if possible
 - Number of possible hostages
 - Any weapons the hostage takers may have
 - Your name
 - Your location and phone number

If you are taken hostage:

- Remain calm, be polite, and cooperate with your captors.
- DO NOT attempt escape unless there is an extremely good chance of survival. It is safer to be submissive and obey your captors.
- Speak normally. DO NOT complain, avoid being belligerent, and comply with all orders and instructions.
- DO NOT draw attention to yourself with sudden body movements, statements, comments, or hostile looks.
- Observe the captors and try to memorize their physical traits, voice patterns, clothing, or other details that can help provide a description later.
- Avoid getting into political or ideological discussions with your captors.
- Try to establish a relationship with your captors and get to know them. Captors are less likely to harm you if they respect you.

- If forced to present terrorist demands to authorities, either in writing or on tape, state clearly that the demands are from your captors. Avoid making a plea on your own behalf.
- Try to stay low to the ground or behind cover from windows or doors, if possible.

In a rescue situation:

- DO NOT RUN. Drop to the floor and remain still. If that is not possible, cross your arms, bow your head, and stand still. Make no sudden moves that a tense rescuer may interpret as hostile or threatening.
- Wait for instructions and obey all instructions you are given.
- Do not be upset, resist, or argue if a rescuer isn't sure whether you are a terrorist or a hostage.
- Even if you are handcuffed and searched, DO NOT resist. Just wait for the confusion to clear.

Intruder/Lockdown

Goal: To familiarize Incident Commander, Group Leaders, and Teachers with basic tactical concepts for violent situations and how these concepts may be implemented safely and efficiently. The goal for students and staff is to remain out of sight and make no noise.

- ___ Observe and gather intelligence on the incident.
- ___ Advise command officers and 911 dispatch of pertinent information.
- ___ Issue a warning over the school PA system.
- ___ Lock and secure door.
- ___ Protect students and staff.
- ___ Ensure that the interaction between school personnel and law enforcement is safe and effective.
- ___ Provide additional information as needed over the PA system to assure the staff that help has arrived.
- ___ Understand and prepare for the tactical response of law enforcement.
- ___ Take a quick peek into the hall and grab any students, then immediately secure their room doors and, if necessary, barricade them.
- ___ Make sure Students and teachers are hidden in locations that provide maximum physical protection and cover.
- ___ Limit your visibility to anyone who may peer into the room. Furniture and window coverings may be used to shield students from sight.
- ___ Limit talking and other sounds. Keep students calm and quiet.
- ___ Stay in your safe areas until directed by a law enforcement officer or command officer.
- ___ Evacuate all personnel and maintain or establish accountability **when instructed to do so.**

The individual who has the best information on the incident should notify administration and call 911 immediately providing:

- ___ Caller's name, title, and school address: **2650 S Decker Lake Ln, West Valley City**
- ___ The number of suspects and their descriptions
 - Age, height, weight best guesses
 - Clothing description
- ___ Whether there has been gunfire or not
- ___ The last known location of the suspect
- ___ A description of any weapons
- ___ The number of potential hostages
- ___ Any actions taken by the school
- ___ Number of victims, if known

Note: once this information has been given, do NOT disconnect with 911 dispatch!

The office will issue a drill warning over the school PA system

In a real life situation, you may not hear an announcement over the PA system but should use your best judgment if you see or hear any suspicious activity.

Intruder/Lockdown

Protect students and staff.

Avoid / Deny / Defend - It Matters

Avoid the intruder by hiding. It is advised to keep classroom door handles locked at all times (**Deny** access) and use a magnet in the door frame to allow access into the classroom when not on lockdown during normal school hours. If you come face to face with the intruder do what it takes to **Defend** yourself and others.

- * Students and staff who are in the hallways, bathrooms, or breakout rooms should RUN to the nearest classroom. If classrooms are already locked, find a place to hide.
- * Students and staff should shut OFF cell phones, as the signal could set off a bomb. There should be ZERO communication (laptops, cell phone, etc.) unless it's with 911 dispatchers directly from a landline.
- * Students who are in the Lunch or South Concert Hall should evacuate to the nearest classrooms as appropriate for the number of students and circumstances.
- * Students outside the building should get as far away as they can t be safe and get help.
- * Teachers should understand that projectiles could penetrate a wide variety of surfaces, including sheet rock walls and safety glass.
- * Never open the doors during a lockdown, even in the event of a fire alarm.
- * When appropriate and necessary, teachers may be contacted to help secure outside doors to both buildings.
- * A lockdown may change to an evacuation if it's safer outside the building.

Ensure that the interaction between school personnel and law enforcement is safe and effective.

- * Continue to provide informational updates to 911 dispatchers.
- * Once law enforcement arrives, 911 dispatchers should provide specific information as to what actions the police will be taking.
- * Once dispatchers have given specific instructions, staff should follow them **explicitly**. Some important considerations are:
 - * Never leave the safety of cover unless specific instructions have been given to do so.
 - * Never run towards an officer.
 - * Always positively identify law enforcement prior to responding to instructions.
 - * Always keep your hands in plain view when approaching an officer. This will greatly reduce the stress of the officer and may avoid an unfortunate mistake.
 - * If you are asked to leave the school and contact an officer, make sure they know which exit you will be coming out. It is also important that you provide them with your general description.

Intruder/Lockdown

Provide additional information as needed over the PA system to assure the staff that help has arrived.

- * Once contact has been made with law enforcement, an additional public address announcement may be wise to issue to assure staff that the situation is under control and that help has arrived.
- * Be sure to advise law enforcement prior to any additional public address announcements.

Understand and prepare for the tactical response of law enforcement.

All law enforcement agencies have slightly different response protocols, which are based on specific information available at the time. It is critical that your staff is briefed by the local law enforcement agency on their general response protocols. However, some basic concepts should be adhered to:

- * All staff should prepare for the potential dynamic involvement of law enforcement. An immediate rescue attempt may be required and staff may hear orders from the police to the suspect or even gunfire.
- * Staff should be aware that at some point law enforcement would conduct a "sweep" of the building. This generally entails several tactical officers moving from room to room and contacting the occupants.
- * Teachers should be prepared to positively identify law enforcement prior to allowing them access to the room.
- * Once the teacher has confirmed the identities, the door should be opened.
- * All occupants of the room should lie on the floor with their hands extended. This will facilitate a quick search of all the occupants.

Evacuate all personnel and maintain or establish accountability

- * Once law enforcement has determined it is safe, they will generally escort groups to locations of safety.
- * Teachers and staff should comply with all police directives.
- * Maintain calm amongst the students as much as possible.
- * Ensure that all students are accounted for. Green card for "all here and ok." Red card for any missing or injured persons.
- * Remain with the students in a group until specifically relieved by Incident Command representatives or local law enforcement.

Medical Emergency

Goal: To determine level of emergency and to provide initial and appropriate first aid for minor injuries. For major injuries, assess the situation and give immediate and appropriate treatment, including calling 911 where necessary. Use best judgment.

For major injuries:

- ___ Call 911 if injury warrants immediate life-threatening treatment.
- ___ Notify front office staff to make them aware and informed.
- ___ Assess the situation and give immediate and appropriate treatment.
- ___ Take care to preserve life.
- ___ Take steps to prevent the condition from worsening.
- ___ Protect the individual from further harm.
- ___ Provide reassurance to the injured person.
- ___ Maximize comfort for the injured person.
- ___ Coordinate with the office for notifying parent/guardian for students (or next of kin for staff).

See policy section 9 in Teacher Handbook

For minor injuries:

- ___ If trained, initiate appropriate first aid for minor injuries.
- ___ Coordinate care and communicate with the front office.

For all injuries:

- ___ Notify or coordinate communication with parents of all injuries and include recommendation, for additional care.
- ___ Arrange for the injured person to be seen by a physician or taken to the hospital if necessary. Use best judgement.

Power Outage Policy

PURPOSE

This policy is established to provide guidance to Administrators, Faculty and Staff in the event of a power outage caused by rolling blackouts, weather or infrastructure related incidents.

GENERAL

A. In the event of a power failure, emergency lighting will come on in the building and telephones will not be operational. Elevators will not work and if you are caught in an elevator, use the emergency phone to contact Campus Police for assistance.

B. In a power outage, heating, ventilating and air conditioning systems will shut down, and return when power is restored. A lack of ventilation for the amount of time the power may be out should not pose a health or safety concern. Should electrical power go out on campus, the school will continue to operate as normally as possible, considering the circumstances. If the outage occurs during the day, do not immediately evacuate your building unless there is a safety concern.

STAFF

A. Appropriate administrators will determine if and when employees should leave their work areas, taking into account the availability of light, ventilation and ease of evacuation. Safety will be the priority consideration. The appropriate Team Leader or the Director will make the decision to grant administrative leave and will determine the length of the leave, if it is necessary to release employees from the campus. Employees must receive approval from their appropriate administrator to leave their workstations. This authorization should be pre-arranged and an evacuation plan should be predetermined for interior spaces that will be dark if the electricity goes out. Employees should also receive instructions as to the appropriate gathering area where they will receive further direction. Employees who leave their offices should take their personal items and lock the door behind them.

B. Departments should establish internal security plans to ensure that cash, confidential documents and files are locked and secured prior to evacuating the building.

C. Internal plans for accommodating employees and/or students who have limited mobility to ensure they will be able to safely move about or exit the building in the event of a blackout should also be established. Exit corridors and stairwells should not be used for storage and should be kept clear.

D. Any employee whose dependent care arrangements have been disrupted should be allowed to leave to deal with the situation. Employees should not be charged for such leave as long as it is taken in accordance with this policy. Nothing in this policy is intended to reduce normal departmental discretion in these matters.

E. If it is determined that administrative leave will be granted for staff or if faculty determine the need to cancel classes, the Office of Personnel Services shall be notified immediately by the

secretary of the departments involved and the time period for which the administrative leave was granted.

FACULTY/STUDENTS

If the campus experiences an outage while classes are in session, the following will apply:

A. Classes and/or faculty offices in internal rooms with no natural lighting will relocate to the lunchroom, if they are on the bottom floor and the South room, if they are on the top floor.

B. Classrooms, and/or faculty offices that have sufficient natural light may not require evacuation and the class may continue as scheduled. The instructor will determine if there is sufficient light. If the class is still in session after dark, faculty should dismiss their classes for the evening.

C. Students will be required to report back to class once the power resumes. If students arrive on campus during a blackout, they should wait for the power to resume and then attend their class.

D. In the event a building or area needs to be evacuated, the collection points will remain the same as outlined in the CSUB Emergency Response Guide. Students are not required to remain in this area unless requested to do so by their instructor. Since some of these sites are unshaded and exposed to the elements, faculty and students may wish to relocate to a more protected area.


DO NOT RELOCATE CLASSES UNLESS INSTRUCTED


Robbery/Theft


Students steal for a variety of reasons. Some steal simply because they want an item and haven't developed the impulse control to curb their behavior. Others steal to express unhappiness or distress, or to get back at someone they believe has wronged them. Still others steal to gain status with their peers or to get attention from their teachers.


Whatever the motivation for stealing, when responding to a theft, you have three goals: to return the item to its owner, to identify the guilty student, and to respond to him with a mixture of firmness and understanding. If there have been a number of incidents of stealing in your classroom, you also will want to consider how to prevent their recurrence. Because these incidents can create conflict and distrust among students, you need to deal with the situation promptly and sensitively.


WHAT YOU CAN DO


 **Ask for the missing item to be returned.** Tell students that an item is missing and ask if anyone knows where it is, without referring to it as "stolen." Let students know that if the item was taken without permission, it is important that it be returned immediately. Designate an unmonitored area where the student can return the item unobserved.


 **Ask students to do the "write" thing.** If you hope to find out who took the missing item, you might have each student write on a piece of paper either "I did not take the (name of item)" or "I took the (name of item) and am sorry." Then have each student sign the paper, fold it in half, and hand it to you. You might be surprised at your students' willingness to acknowledge responsibility. If a student owns up to taking the item, keep the information confidential, but help him understand the consequences of his behavior.

 **If you know who stole the item, arrange for its return.** If you are certain you know who stole the item, confront the student directly. Do not ask him if he stole the item; that will only invite him to lie. Instead, let him know you are aware that he took the item, and that you expect him to return it and to apologize to the owner of the item. If the student no longer has the item, tell him you expect him to replace it or pay for it.

 **Educate the guilty student about stealing and its consequences.** If the student is a kindergartner or first grader, he may have only a limited understanding of property rights, and he might need help understanding that stealing is wrong. An older student is more likely to understand that his actions are wrong, but he still might need help grasping the consequences of stealing, both for himself and for the person he stole the item from.

 **Consider informing the principal and parents.** If one of your students has taken an item of value, or stolen on more than one occasion, inform the principal and also talk with the student's parents. If the student no longer has the item and must replace or pay for it, suggest to the parents that they have the child do extra chores as a way of earning the money.

 **Make sure the student is not shunned by his classmates.** If you know who stole the item, keep the information to yourself. Certainly do not reprimand the student publicly. If the other students find out through other sources, take steps to avoid the student being rejected by peers. Other students likely will take their cue from you in terms of how they treat the student.

 **Discourage students from bringing valuable or popular items to school.** That will help prevent future incidents of stealing. Inform parents of your rule during Back to School Night or in a letter home. Ask parents to put their children's names on any items they bring to school.

Shelter in Place

Group Leader: Your goal is to ensure that all students and staff are secured and protected within the structural confines of the school. The intent of this strategic goal is to protect school occupants from potentially hazardous external factors (like natural disasters or police activity nearby). Hiding is not necessary. Evacuation is not necessary.

___ Pull your magnet from your door, and insure that your classroom door is locked.

___ Seal off or otherwise restrict the airflow between the internal and external environment if appropriate.

___ Ensure that all of your students are cleared from common areas. All students must be directed to their assigned classrooms.

___ Teachers provide for accountability for all students in your class.

___ Report to the Incident Commander, and initiate a search for any student not accounted for.

___ Make sure all cell phones are shut off if instructed to do so.

___ Close any doors leading to the hallway or common areas. Interior doors leading from classrooms to common areas should remain closed.

___ Shut off classroom thermostat if instructed to do so.

___ If you have all your students in your class, place the green card from your emergency procedures folder in the classroom window facing the hallway.

___ If you are missing any students, write their names on a piece of paper, place it in the window, and notify the Incident Commander. If you have extra students, have them go to their designated classroom/teacher. If you have a student that needs medical attention, please notify the Incident Commander.

___ Remain calm and carry on with classroom activities and lessons until further instruction. There will be no recess or class changes during "Shelter in Place."

Teachers will keep students in their classrooms during shelter in place regardless of bells, and schedule.

Weapons in School

15.0 Weapons in School

15.1

The possession and/or use of a weapon by students are detrimental to the welfare and safety of the students and school personnel within the district.

15.2

Carrying, bringing, using, or possessing a dangerous weapon on school property, when being transported in vehicles dispatched by the school during a school-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any curricular or non-curricular event without the authorization of the school is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

15.3

“Dangerous weapons” means a firearm, whether loaded or unloaded; any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; a fixed-blade knife with a blade that measures longer than three inches in length; or a spring-loaded knife, or a pocket knife with a blade longer than three and one-half inches; any other object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury including but not limited to sling-shot, bludgeon, brass knuckles or artificial knuckles of any kind.

15.3.1

The principal may initiate expulsion proceedings for students who carry, bring, use or possess a dangerous weapon in violation of this policy. In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification shall be in writing.

15.4

“Firearm facsimiles”–Carrying, using actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm is prohibited.

15.4.1

Students who violate this provision may be subject to disciplinary action including but not limited to suspension and/or expulsion.

15.4.2

A student may obtain authorization from the school principal to bring a facsimile firearm for school-related or non-school-related activities.

15.5

“Local restrictions”

15.5.1

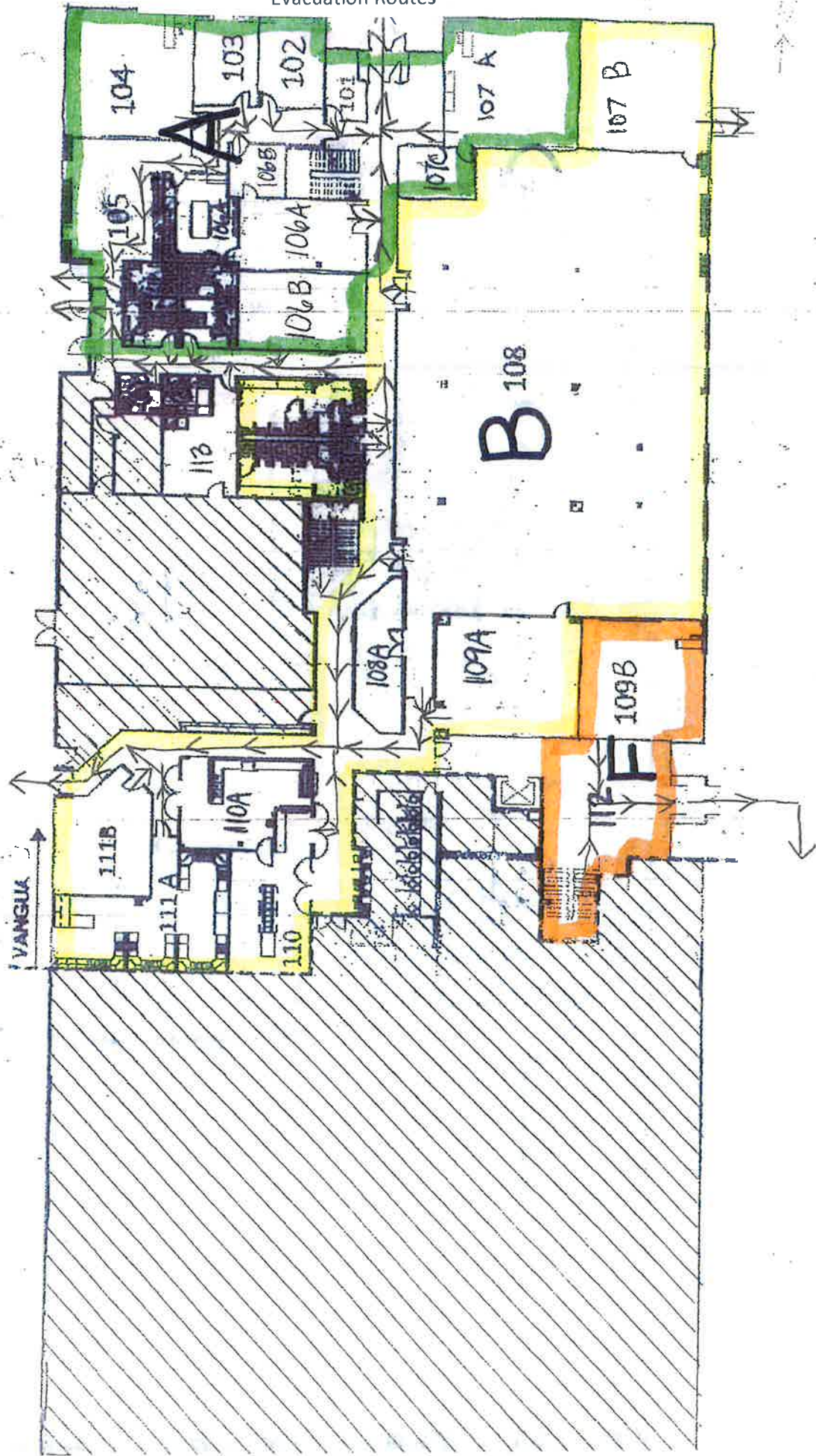
Carrying, bringing, using or possessing of any knife, regardless of the length of the blade without express authorization is prohibited.

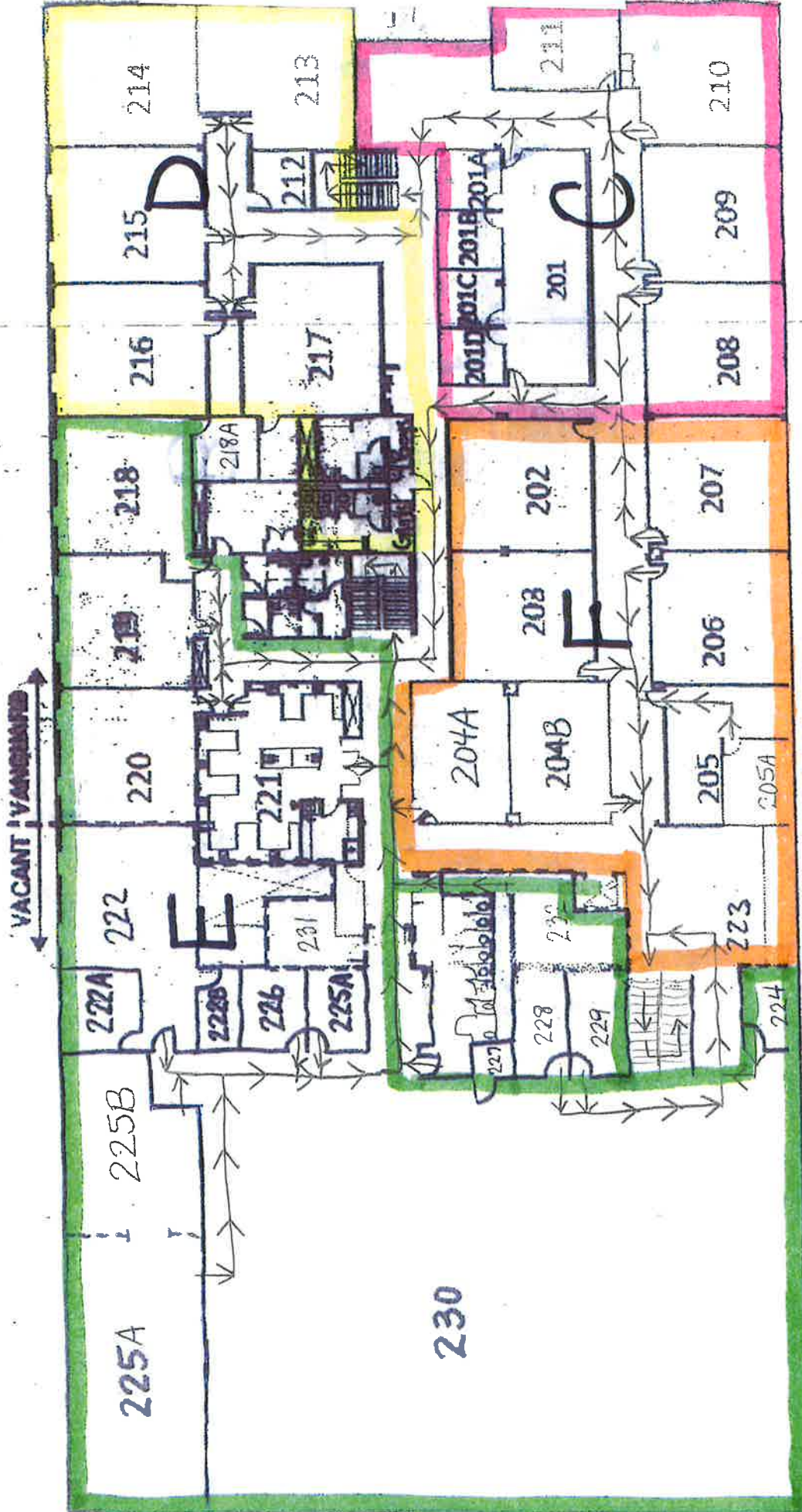
15.6

Referral to law enforcement

15.6.1

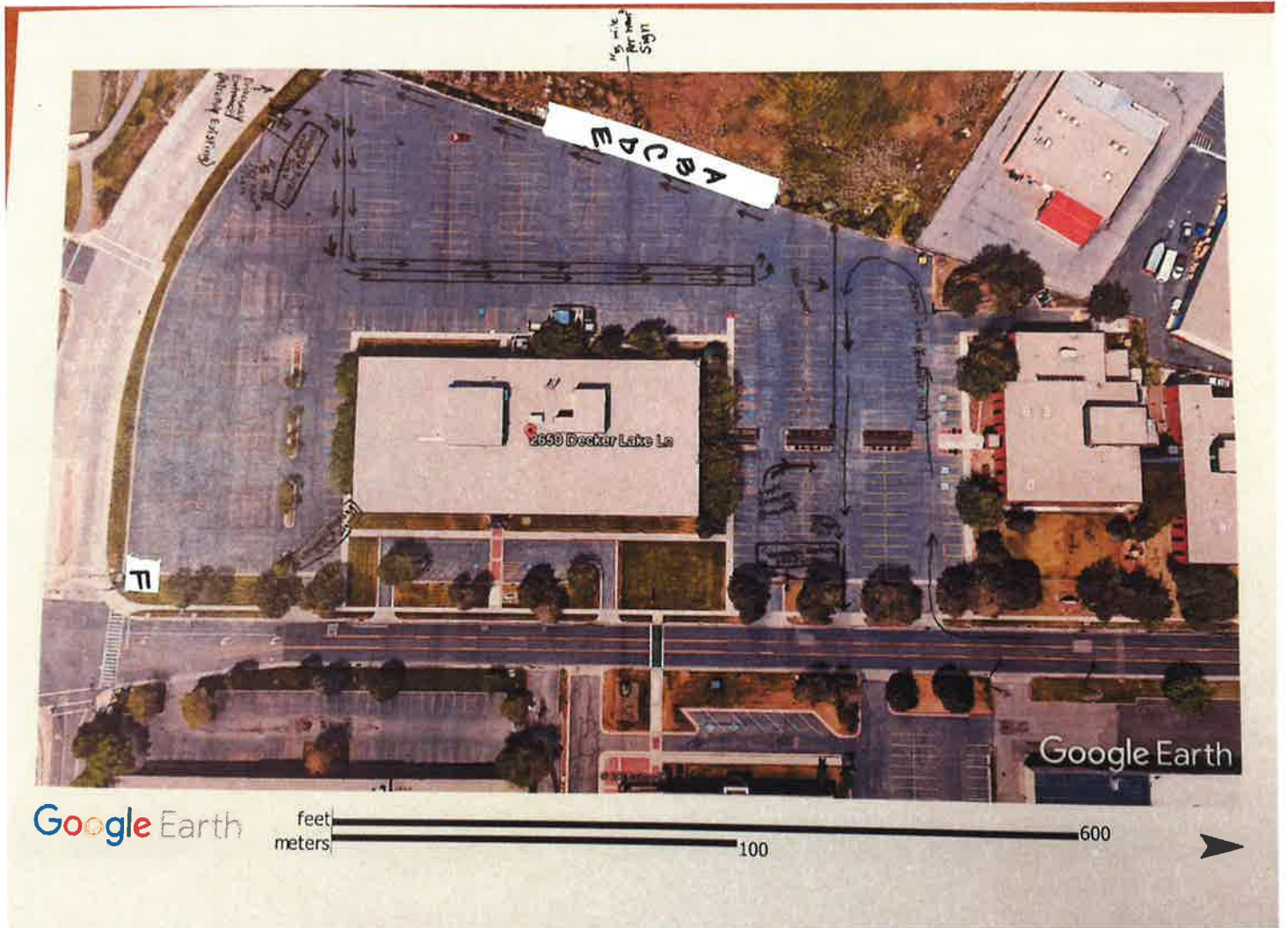
School personnel shall immediately refer to administration any student who brings a firearm or weapon to school without authorization.





School Grounds Map

4.02
1 of 1



EMERGENCY	911
Police Department	(801) 840-4000
Fire Department	(801) 963-3336
Poison Control	(800)222-1222
Incident Commander	(801) 694-0426
Kathleen Kingston	
Director	(801) 512-1515
Suzanne Owen	

Relocation Procedure

Goal: To transport students to a new location that is away from danger and out of the way of Emergency Responders. Parents will be called to pick up their students from the new location.

For all students and staff:

___ Once everyone has been accounted for, decide the best location to relocate to. (The Lake, the Rec Center, nearby businesses, etc.)

___ Have each teacher escort their students to the new location.

___ Once at the new location, take roll and make sure you still have all your students.

___ ADMINISTRATION will notify parents to come pick up their students by using Swift K12 (Email, text and phone call).

___ Teachers supervise their students until they are picked up by parents.

___ As parents arrive, the Incident Commander will call on the walkie talkie for certain students that their ride is here.

___ ADMINISTRATION will verify that the parent/carpool driver is approved to pick up those students.

___ Once students have all been released to appropriate responsible parties staff may check out with the Incident Commander and leave.