

Lind-Ritzville Cooperative Schools
Regular Board Meeting – June 24, 2024 - 6:30 PM - LRHS Collaboration Room
Board Study Session 6:00 PM - LRHS Collaboration Room

RITZVILLE

Flag Salute

1. Call to Order and Verification
2. Approval May 20, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$164,768.21
 - b. Transportation Cooperative Accounts Payable - \$34,555.28
 - c. Associated Student Body Fund Accounts Payable - \$38,818.72
 - d. Payroll for June 28, 2024 - \$446,427.01
 - e. Approval of Administration Contracts: Kevin Terris, Don Walker, Tanner LaTour, Lynn Sackmann, Zach Gardner, Brady Wahl, Kris Robbins, Tina Schuler, Don Vanderholm
 - f. Accept Recommendation of HS Assistant Football Coach - Brent Coffman
 - g. Accept Recommendation of LRHS Part-Time Spanish Teacher - Angela Nelson
 - h. Accept Recommendation of HS Girls Basketball Head Coach - Steve Wellsandt
 - i. Accept Resignation of HS Volleyball Assistant Coach - Shannon Hughes

LIND

1. Call to Order and Verification
2. Approval May 20, 2024 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$163,676.06, \$2,800
 - b. Transportation Cooperative Accounts Payable - \$34,555.28
 - c. Associated Student Body Fund Accounts Payable - \$ 0
 - d. Payroll for June 28, 2024 - \$394,521.31
 - e. Approval of Administration Contracts: Kevin Terris, Don Walker, Sarah Dinkins, Lynn Sackmann, Zach Gardner, Kris Robbins, Tina Schuler, Don Vanderholm
 - f. Accept Recommendation of HS Assistant Football Coach - Brent Coffman
 - g. Accept Recommendation of LRHS Part-Time Spanish Teacher - Angela Nelson
 - h. Accept Recommendation of HS Girls Basketball Head Coach - Steve Wellsandt
 - i. Accept Resignation of HS Volleyball Assistant Coach - Shannon Hughes

JOINT ITEMS

5. Legislative Update
6. Reports to the Board
 - a. Students & School Program
 - i. Principals' Report
 - a. HS German Curriculum Adoption Presentation

b. Lind PTO Introduction

7. Superintendent's Report
8. Public Comment
9. Policy Review & Emerging Issues
 - i. **Approval** of revised LRCS 2024-2025 School Calendar - adjust date of LRHS Graduation **(Lind & Ritzville)**
 - ii. **Approval** of TK-5 ELA Curriculum **(Lind & Ritzville)**
 - iii. **Review and Approval** of updated LRCS Comprehensive School Safety & Emergency Plan **(Lind & Ritzville)**
 - iv. **First Reading** - Policy 6112 Rental or Lease of District Real Property **(Lind & Ritzville)**
10. Finance
11. Other Reports
12. Board Director Reports - Director Labes - Cell phones in schools
13. Adjournment

Items for next meeting:

Public Hearing - 2024-25 Budget
Approval of 24-25 Budget
Approval of Milk & Fuel Bids
Approval of HS German Curriculum

RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
May 20, 2024

The meeting of the Board of Directors of Ritzville School District #160-67 and Lind School District #158 was held in the Lind-Ritzville Middle School Collaboration Room on May 20, 2024. The following members were in attendance:

Lind School Board Members:	Adam Labes	Greg Schmunk
	Jim Weidemann	Kevin Starring
	Breanne Williamson	

Ritzville School Board Members:	Erin Repp	Scott Carruth
	Reid Phillips	

Lind Chair Labes led the Pledge of Allegiance.

Lind Chair Labes called the Lind School Board meeting to order at 6:31 P.M.

Lind Director Schmunk moved to approve the April 22, 2024 Regular Board Meeting minutes. Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Weidemann moved to approve the agenda. Lind Director Williamson seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Williamson moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$48,819.01 & \$12,230.95, Transportation Cooperative Accounts Payable - \$33,475.76, Associated Student Body Fund Accounts Payable - \$0, Payroll for May 31, 2024 - \$373,543.19, Approve Recommendation of LRHS World Language Teacher - Kevin Proszek, Approve Recommendation of Blended Classroom Paraeducator - Renee Arlt, Approve Recommendation of Blended Classroom Paraeducator - Liz Smith, Approve Recommendation of Blended Classroom Paraeducator - Jessika Kidwell, Approve Recommendation of Blended Classroom Paraeducator - Whiski Hilzer, Approve Recommendation of HS Boys Head Basketball Coach - John Galbreath. Lind Director Starring seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Chair Repp called the Ritzville School Board meeting to order at 6:32 P.M.

Ritzville Director Kubik was excused.

Ritzville Director Carruth moved to approve the April 22, 2024 Regular Board Meeting minutes. Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Phillips moved to approve the agenda with the following change: add item 4.m. Pre Approval of Purchase of a FFA Vehicle from Knudtsen Chevrolet in the amount not to exceed \$65,000. Ritzville Director Carruth seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Carruth moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$87,794.15, Transportation Cooperative Accounts Payable - \$33,475.76, Associated Student Body Fund Accounts Payable - \$25,977.00, Payroll for May 31, 2024 - \$416,627.91, Approve Recommendation of LRHS World Language Teacher - Kevin Proszek, Approve Recommendation of Title 1 Teacher - Carol Ewing, Approve Recommendation of Blended Classroom Paraeducator - Renee Arlt, Approve Recommendation of Blended Classroom Paraeducator - Liz Smith, Approve Recommendation of Blended Classroom Paraeducator - Jessika Kidwell, Approve Recommendation of Preschool Classified Teacher - Deanna Brooks, Approve Recommendation of Blended Classroom Paraeducator - Whiski Hilzer, Approve Recommendation of HS Boys Head Basketball Coach - John Galbreath. Ritzville Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Joint Items

Legislative Update - Superintendent Vanderholm shared that out of session work continues with keeping up with rule-making resulting from the session and preparing unfunded or underfunded mandates. Looking at 9 new requirements for 2024-25.

Reports to the Board

Students & School Programs

Student Representatives Report

Student Representatives Addy Colbert and Kemper Smith gave an update on events at the high school including spring sports, state testing, ASB elections. They stated that Graduation will take place on Saturday, June 1st.

Superintendent Vanderholm recognized Kemper Smith and thanked him for serving on the board. It was announced that Cicely Herrera will replace Kemper Smith as the new student representative beginning with the 2024-25 school year.

LRHS FBLA advisor Steve Greenwalt along with students and FBLA members Brix Curtis and Jackson Nichols appeared before the board to share their experiences from the State FBLA conference. Mr. Greenwalt shared that out of twenty-seven FBLA members, twenty-six competed at State. Shawn Steinberger, Brix Curtis and Jackson Nichols qualified for the National FBLA Contest which will be held June 27-July 3 in Orlando, Florida. Mr. Greenwalt asked the board for approval of out-of-state travel to attend and for financial support to help with travel costs. He shared that the FBLA members have all worked during concessions, Lind Lions Club dinners or the shaved ice booth at the Lind Combine Derby to help raise money for State and Nationals. He also thanked the board for their support.

LRHS FCCLA advisor Donna Koch along with students and FCCLA members Fredy Granados-Lopez, Arienna Bernal and Cicely Herrera shared their experiences from FCCLA

State Convention. Ms. Koch shared that all three FCCLA members that competed at State qualified for Nationals. The FCCLA National Leadership Conference will be held June 29-July 3 in Seattle. She shared that the students have worked hard to fundraise and they received a grant to cover the cost of the required red blazers. Ms. Koch asked for financial support to help with the cost of travel. She thanked the board for their continued support.

Principals' Report

LES Principal Sarah Dinkins recognized LRCS Classified Employee of the Year, Alicia Miller for her dedication to the students and staff at LRCS. Kim Schofstoll and Dixie Burghard were also recognized for their dedication to our students at LRCS.

Lind-Ritzville CTE Teacher Lori Sanderson, along with several students spoke about the work in floral design that is happening in Ms. Sanderson's middle and high school classrooms. Students presented the floral arrangements they made to the board members.

Lind Elementary teacher Joneel Russell and Ritzville Grade School teacher Kim Weishaar shared the ELA Adoption team's timeline and process for choosing a new TK - 5 ELA Curriculum. After many months of research, piloting and getting feedback from teachers and students, the team chose to recommend Amplify - Core Knowledge Language Arts. Materials and professional development quotes were shared with the total cost being \$101,601. They shared that the next step is to have the curriculum available for public viewing and then it will be voted on at the June board meeting.

Principal reports from RGS Principal Cindy Deska, LES Principal Sarah Dinkins, LRMS Principal Don Walker and LRHS Principal Kevin Terris were distributed to the Board of Directors in the board packets this month. Each report gave a snapshot of the activities in their building during the month of May.

Superintendent's Report

RGS Principal Cindy Deska and RGS Teacher Diane Leffel were presented with a retirement gift for their years of service and dedication to the students and staff at RGS.

Superintendent Vanderholm shared great grant news, since April's meeting, the high school received a \$5,000 grant from the Duke and Ruth Fette Trust to be used for the outdoor courts.

Superintendent Vanderholm shared that he attended the May Lind City Council meeting and asked for water usage approval. He explained that if the middle school playfield is re-seeded there would have to be able to adequately water the area. The Lind City Council approved the water usage plan.

Other items shared an update on the Lind Elementary ADA Grant, the architect is still working on the plans and an estimate will be coming soon. The required updates to the Comprehensive Safety Plan and Student Harassment, Intimidation and Bullying were completed. There are many district events and activities happening, the 5-12 grade band concert will take place on May 22nd and the Childcare Community Forum on May 21st. The middle and high school band students will take their annual Silverwood trip and are preparing for graduation, promotion and the parade in Lind.

Mr. Vanderholm spoke about Leading and Learning, thanking building principals and staff for their work on State testing. Middle and high school staff are giving feedback on the MBLC learning initiative. There will be summer professional development opportunities available for teaching staff that will be paid for through grant funding. He also shared information about the McREL group project called "Next Steps in Technology Use in the Classroom", that helps rural schools put strategies and supports in place for teachers using technology in their classrooms.

Public Comment - There was no public comment.

Policy Review & Emerging Issues

After the second reading, Lind Director Schmunk moved for Approval of Policy 6700 Nutrition. Lind Director Weidemann seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Ritzville Director Carruth moved for Approval of Policy 6700 Nutrition. Ritzville Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Lind Director Weidemann moved for Approval of Policy 6702 Wellness. Lind Director Williamson seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

After the second reading, Ritzville Director Phillips moved for Approval of Policy 6702 Wellness. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Carruth moved for Approval of Out of Endorsement Teaching Assignment. Ritzville Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Williamson moved for Approval of FBLA out of State Travel. Lind Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved for Approval of FBLA out of State Travel. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Starring moved for Approval of FFA out of State Travel. Lind Director Schmunk seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Carruth moved for Approval of FFA out of State Travel. Ritzville Director Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Starring moved for Approval of a \$250 per person FBLA Allocation for National Convention. Lind Director Schmunk seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved for Approval of a \$250 per person FBLA Allocation for National Convention. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Schmunk moved for Approval of a \$250 per person FCCLA Allocation for National Convention. Lind Director Starring seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Phillips moved for Approval of a \$250 per person FCCLA Allocation for National Convention. Ritzville Director Carruth seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Lind Director Weidemann moved for Approval of Resolution #23-24-05 WIAA School Board Authorization. Director Williamson seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Ritzville Director Carruth moved for Approval of Resolution #2023-007 WIAA School Board Authorization Phillips seconded the motion. A voice vote was heard, with all present members voting aye. The motion carried.

Financial Reports

Lind-Ritzville Business Manager Kris Robbins explained the addition to the agenda was to get pre-approval for the FFA purchasing a truck with their grant money they received from the WA State FFA Foundation. The amount of the grant was \$80,000 and the remaining amount is for the portable scale. She will provide budget reports at the next month's board meeting or shortly after so they can review prior to the public hearing taking place in July. She also shared that after reaching out to the ESD about a gap in transportation funding, the ESD found an accounting reconciliation error on their end. The goal is to correct this so the offset shows the total for next year which could be a \$200,000 - \$300,000 difference

Other Reports - There were no other reports this month.

Board Member Reports - Superintendent Vanderholm informed the board that WASDA will have two more training opportunities available for Board Members.

There being no further business, the Lind and Ritzville School Board meeting was adjourned at 8:04 PM.

Chairman/Date

Chairman/Date

Secretary to the Board

Coaching Hire- HS Assistant Football

1 message

Jamie Nichols <jnichols@lrschools.org>
To: Jamie Nichols <jnichols@lrschools.org>

Fri, Jun 7, 2024 at 11:45 AM

----- Forwarded message -----

From: **Dustan Arlt** <darlt@lrschools.org>

Date: Thu, May 30, 2024 at 6:58 AM

Subject: Re: Coaching Hire- HS Boys Basketball Head Coach

To: Don Vanderholm <dvanderholm@lrschools.org>, Kevin Terris <kterris@lrschools.org>, Tina Schuler <tschuler@lrschools.org>, Kris Robbins <krobbins@lrschools.org>, Brook Ferderer <bferderer@harringtonsd.org>, Shannon Billigmeier <sbilligmeier@sprague.wednet.edu>, Will Christianson <wchristianson@tucna.wednet.edu>

Hello-

I have another coaching hire that I would like to recommend. I would like to recommend hiring Brent Coffman for one of our open HS assistant football coaching positions. Coach Bermea, Coach Hilzer, and I met with Brent last week for an interview. He accepted my offer this week to take this position.

Brent has been a para-pro in Harrington for several years. He has coached at a couple different places before Harrington and also at Harrington/Odessa. He played for Cheney HS and graduated in the early 90s.

Please let me know if there is anything that we need from Brent and athletic coordinators please share this with your administration at your schools.

Thanks,

Dustan

Spanish teacher recommendation

1 message

Don Vanderholm <dvanderholm@lrschools.org>

Thu, Jun 20, 2024 at 12:38 PM

To: Tina Schuler <tschuler@lrschools.org>

Cc: Jamie Nichols <jnichols@lrschools.org>

Tina,

I'm approving Mr. Terris' recommendation to hire Angela Nelson as a part-time, Spanish teacher for the 2024-2025 school year only. Angela will be providing remote instruction.

Don Vanderholm

Superintendent

Lind-Ritzville Cooperative Schools

509-677-3499 (Lind)

509-659-1660 (Ritzville)

"LIND-RITZVILLE GRIT"

Coaching Hire- HS Girls Basketball Head Coach

1 message

Jamie Nichols <jnichols@lrschools.org>
To: Jamie Nichols <jnichols@lrschools.org>

Wed, Jun 12, 2024 at 3:21 PM

From: **Dustan Arlt** <darlt@lrschools.org>
Date: Tue, Jun 4, 2024 at 11:52 AM
Subject: Re: Coaching Hire- HS Boys Basketball Head Coach
To: Don Vanderholm <dvanderholm@lrschools.org>, Kevin Terris <kterris@lrschools.org>, Tina Schuler <tschuler@lrschools.org>, Kris Robbins <krobbins@lrschools.org>, Brook Ferderer <bferderer@harringtonsd.org>, Shannon Billigmeier <sbilligmeier@sprague.wednet.edu>, Will Christianson <wchristianson@tucna.wednet.edu>

Hello-

I have another coaching hire that I would like to recommend. I would like to recommend hiring Steve Wellsandt for our open HS girls basketball head coach position. John Galbreath, Caitlin Teske, Alan Field, Veronica Rodrigues, and I met with Steve last night for an interview. He accepted the offer this morning to take this position.

Steve was my assistant last year. He previously coached the girls as a head coach from about 2016-2021. He was also a girls and boys assistant coach in the late 90s and 2000s.

Steve will most likely just coach for 1 year, maybe 2 if needed and is a short term answer. We gave it until the end of May to find a possible longer term answer, but we did not find anyone that could fill the position without a teaching job available.

Athletic coordinators please share this with your administration at your schools.

Thanks,

Dustan



Jamie Nichols <jnichols@lrschools.org>

Fwd: Resignation

1 message

Dustan Arlt <darlt@lrschools.org>

Mon, Jun 17, 2024 at 10:56 AM

To: Don Vanderholm <dvanderholm@lrschools.org>, Tina Schuler <tschuler@lrschools.org>, Kris Robbins <krobbins@lrschools.org>, Jamie Nichols <jnichols@lrschools.org>

----- Forwarded message -----

From: **Shannon Hughes** <slhughes12.sh@gmail.com>

Date: Thursday, June 13, 2024

Subject: Resignation

To: Dustan Arlt <darlt@lrschools.org>, Cari Galbreath <galbreath.cari@gmail.com>

Hi,

I am taking on a new role at the school and will be unable to coach next year. I have talked with Cari and would like to be a volunteer.

Thank you for all you have done to support the volleyball team.

Shannon Hughes

LES June Board Report

We had a great end of the year. We took our excellent attendance students on a field trip to Splash Park in Kennewick. The weather was windy, but the kids had a lot of fun. Students also participated in Field Day activities, received a visit from WSU Entomology outreach program where students interacted with all types of bugs, Fun Fair hosted by Lind PTO, and the Fun Run.

On the last day of school we had 80% in attendance. At the district level, our English as a second language learner program exited two TK, a 7th, and a 10th grader from the TBiP program.

Some exciting changes for 24-25 at LES include:

- We will be offering full time 3 year old preschool Monday-Thursday.
- Mrs. Russell and Miss Perez will be hosting our 3rd-5th grade students in 3rd/4th and 4th/5th grade combo classes. They have created a unique schedule that keeps student social-emotional and academic needs a priority during this change.
- During PD and PLC, we will continue to utilize Universal Design for Learning framework with a focus around tier one instructional practices and regular standard based progress monitoring to show mastery of standards.

RGS June Board Report

We ended the year with a very engaging week for students. Students participated in Field Day Activities, Mobius Planetarium, the Bronco Trot, dissecting squid in 4th grade, and camp learning activities in 1st grade. On the last half day (June 10) we had 83.5% in attendance!

Some exciting changes for 24-25 at RGS include:

- We are excited to be offering all day 3 year old preschool to our families for the 204-25 school year. This all day option will be available for both ECEAP and community pay students, beginning in September.
- Our blended classroom will be up and running with students from both Lind and Ritzville. Mrs. Glisson has 8 homeroom students on her graderoll, with 1-2 blended students on the list to be added in the fall.
- Our new Principal, Tanner LaTour will be leading this wonder staff and students to the next level!

LRMS Board Report

In this month's board report, I'd like to share the results of end of the year items mentioned in May's board report.

8th Grade Promotion

Our 8th grade promotion was a well attended event that a few of our students put in some time to make sure it was decorated to be a great representation of our school. Student speeches were well developed and clearly practiced. Dale Anderson had a lot of life lessons to share as their class voted speaker. We had all but three of our 8th graders be eligible to attend the ceremony, which are the only three that didn't pass their 2nd semester classes. The students reported having a great time at the parent-run after promotion event that followed the ceremony.

State and I-Ready Diagnostic Testing

Most of our state test results are in for Math and ELA. While the scores aren't as high as I was hoping for, there is still great growth from last year. To compare, this year's 8th grade class increased their pass rate from 22-23 to 23-24 by 2.8% in ELA and dropped a bit in math. This year's 7th grade class increased their pass rate from 22-23 to 23-24 by 13.6% in ELA and 0.2% in math. These percentages do include those that tested with us as part of our homeschool connections and online academy programs. The results for science testing have yet to come in.

Our i-Ready scores represent similar growth. One way i-Ready measures progress is with something called "Progress to Annual Typical Growth." A score of 100% means a student has grown as much as we'd expect in a year, and a score over 100% means they've grown even more than expected. In math, our students had an average growth of 90%, with our 8th graders achieving a high of 111%. In reading, the average growth was 200%, with our 6th graders reaching a high of 252%.

Growth is there. We are continually making strides and gains towards improving academic achievement as we try to bring our large number of at-risk students up to grade level.

End of the Year Learning

Our Grand Coulee Dam trip was a huge success. Students enjoyed the tour by our very knowledgeable tour guide. I was even impressed that many students knew some of the questions that were asked, which they stated they learned in Mr. Bermea's class. Students went through the endless tunnels and came to understand the sheer magnitude of such a project that was long envisioned many years before they actually began construction. We will be planning to continue this tradition with our next year's 7th graders.

Community clean-up was a success. The 6th and 7th graders helped clean up the community garden and garbage around Lind. The hopes are to extend this and find more projects our students can help with to further give back to the community.

Despite our efforts in getting kids to attend the last day of school, we had a significant number of students who were absent. We had a total of 46 students absent and 88 students in attendance. Even with poor attendance we had a great end to the year, with a recognition of students, a bulldog competition relay race, and lunch celebration of summer with fun freeze pops.

I appreciate your continued support for our school!



Don Walker

Principal

dwalker@lrschools.org

509-677-3408 x5210

507 North E St, Lind, WA 99341

Kevin's High School Board Report

June Board Report–End of Year Report

We ended the school year on many positive notes.

- Scheduling for the 24-25 school year is complete. We have a few additional courses that we added to the course catalog
 - Game Design: An beginner level coding class
 - Core Plus Construction: This is an official Washington State program of study that allows high school students to explore careers in the construction industry. Students use hands-on-learning to gain real-world skills and earn graduation credits.
 - German
 - Graphic Design: This will include but not be limited to yearbook design
 - AP Biology and AP Chemistry: This will provide students with the opportunity to earn college credit in our science program.
 - Sports Medicine I
- State Testing Result for the 2025 Graduation Class
 - Class of 2025 has 34/38 (89%) students earning their graduation pathway in ELA. The state average is 60%.
 - For math, our Class of 2025 18/38 (47%). The state average is 27%
 - All juniors, who did not meet the cut score in their sophomore year, retook the state test this year to get another “at-bat” to earn this graduation pathway. Seven students who had not previously earned this pathway, met the mark to earn the pathway.
- We had a student passing rate of 95% for our second semester.
- Our staff closed out the year creating and uniting around some equity and student agency guidelines.
 - Students will now be given a probationary period of one week when grade checks are run for athletic and activity eligibility. However, if a student is failing the same class for two consecutive grade checks, the student will remain ineligible until the next grade check. We believe this is a more equitable system that will cut down on the time and management of our current system, provide a grace period, and eliminate the ping-pong effect of our current system.

- Our staff will use an “at-bats” system to reinforce the importance of completing activities designed to prepare students for assessments of learning. Students can earn additional attempts on tests, quizzes, projects, and other forms of assessment based on their habits of work scores. We believe this will create more student agency and clarify the pathways to proficiency for the student when underperforming in the classroom. We also believe it will generate more student voice and collaboration between the student and his or her teacher.

TK-5 ELA Curriculum Adoption

Amplify - Core Knowledge Language Arts

- 14 classroom kits
- Kinder-2nd grade classroom trade books
- 6 year student consumables
- 6 year student and teacher digital license
- 1 year Boost Reading student license
- Intervention Toolkit
- Professional development
 - Onsite Launch- prior to teaching
 - Strengthen- after 6 weeks
 - Coach- Mid or end of year one

Adoption Cost ~ \$101,601

Comprehensive School Safety & Emergency Operations Plan

Lind-Ritzville Cooperative Schools

Revised: June 2024

The Basic Plan

The school's/district's overarching approach to emergency operations regardless of threat, hazard or function. [RCW 28A.320.125](#) and [WAC 51-54-0400](#). In all planning, we always consider equity and inclusion. The goal is to increase coordination, collaboration, and communication

1. Introductory Material & Signature Page

1.1 Promulgation Statement

Lind-Ritzville Cooperative Schools is committed to the safety and security of students, faculty, staff, volunteers, and visitors on its campuses and in its facilities. In order to support this commitment, the Lind-Ritzville Cooperative Schools Boards have directed the development of the Lind-Ritzville Cooperative Schools *Emergency Operations Plan*. The *Plan* addresses emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to both natural and human caused emergencies and disasters. It is designed to prevent or minimize the effects of violent incidents and emergencies, and to facilitate the coordination of the School/District with local and County resources in the event of such incidents or emergencies. The Lind-Ritzville Cooperative Schools *Plan* is responsive to the needs of all students and all buildings within the School campus.

The Lind-Ritzville Cooperative Schools *Emergency Operations Plan* is the official policy of the District/School. It is the result of a comprehensive review and update of District/School policies

and procedures; and we support its recommendations and commit the District/School's resources to the on-going training, exercises, and maintenance activities required to keep the *Plan* current.

1.2 Approval

The Lind-Ritzville Cooperative Schools *Emergency Operations Plan* is hereby approved. This *Plan* is effective immediately and supersedes all previous editions. Revisions and updates will be made as needed and/or required by law.

_____	_____
SUPERINTENDENT/BUILDING ADMINISTRATOR	DATE

_____	_____
LIND SCHOOL BOARD President	DATE

_____	_____
RITZVILLE SCHOOL BOARD President	DATE

_____	_____
ADAMS COUNTY EMERGENCY MANAGEMENT	DATE

1.3 Record of Changes

The plan was developed in the 2018-2019 school year. Revisions took place in 2020-2021 to address the global pandemic. Further revisions took place in the 2021-2022 school year to update and align the plan with State legal references.

1.4 Record of Distribution

Distribution to Administrative Leadership & Incident Management Team October 2022

Distribution of Functional Annex to all classrooms and work spaces October 2022

Distribution to Law Enforcement and Fire October 2022

1.5 Table of Contents

1.0 Basic Plan: Introductory Material

1.1 Promulgation Statement

- 1.2 Approval
- 1.3 Record of Changes
- 1.4 Record of Distribution
- 1.5 Table of Contents
- 2.0 Organization and Assignment of Responsibilities
 - 2.1 Definitions
 - 2.2 Purpose
 - 2.3 School Information and Situation Overview
 - 2.4 Planning Assumptions
 - 2.5 Limitations
 - 2.6 Community Partners and Critical Resources
- 3.0 Concept of Operation
 - 3.1 Policy Guidance
- 4.0 Organization and Assignment of Responsibilities
 - 4.1 Overview of Roles
 - 4.2 Incident Management Team
- 5.0 Direction, Control and Coordination
 - 5.1 The use of incident command structure
 - 5.2 Emergency Management
- 6.0 Information Collection, Analysis and Dissemination (Communication)
- 7.0 Training and Exercises
 - 7.1 Training and exercise activities used in support of the EOP
 - 7.2 Training objective and frequency to ensure that all understand roles
- 8.0 Administration, Finance and Logistics
- 9.0 Plan Development and Maintenance
- 10.0 Authorities and References

FUNCTIONAL ANNEXES:

- 1. Communications and Warning
- 2. Emergency Response Methods/Actions and Required Drills
 - 2.1. Evacuation
 - 2.2. Lockdown
 - 2.3. Shelter-in-place
 - 2.4. Earthquake
 - 2.5. Secure (lockout/reverse evacuation/secure and teach) or Secure and Teach
 - 2.6. Active Assailant Education: Armed and Active/Dangerous Person Inside School
- 3. Accounting for All Persons—staff, students and visitors
- 4. Family Reunification Plan:

THREAT & HAZARD ANNEXES

- 5. School Safety and Security, School Resource Officer/School Safety Staff program
- 6. Recognition and Response to Emotional or Behavioral Distress
- 7. Continuity of Operations Plan

8. Prohibition of HIB + Hazing
9. School Based Threat Assessment Program
10. Public Health, Medical and Mental Health
11. Gang activity in Schools
12. Recovery: Promote Coping and Support Resiliency
13. Consider planning for any of the following that may be applicable to your location to include,
 - 13.1. Naturally occurring events/hazards:
 - 13.2. Technological Hazards:
 - 13.3. Biologic Hazards:
 - 13.4. Adversarial/Incidental/Human caused events:
14. Incident Management Teams
15. Emergency Handbook Procedures
16. Continuity of Operations Plan (COOP)
17. Threat Guidance
18. Heat Related Illness Plan
19. Wildfire Related Illness Plan
20. Voluntary Use of Filtering Face-Piece Respirators

2.0 Organization and Assignment of Duties

2.1 Definitions

Crisis – A crisis is a time of intense difficulty, trouble, or danger when difficult or important decisions must be made.

Disaster - A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- Involves a large area, a sizable population, and/or important facilities.
- May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- Requires community-wide warning and public instructions.
- Requires a response by all local response agencies operating under one or more ICs.
- Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

Emergency – An emergency is defined as any incident human-caused or natural event that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

- Involves a limited or large area, limited or large population, or important facilities.

- Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- Warning and public instructions are provided in the immediate area, not communitywide.
- One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- May require external assistance from other local response agencies or contractors.
- May require community-wide warning and public instructions.
- The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

2.2 Purpose, Scope, Situation Overview & Planning Assumptions

The Purpose of the Emergency Operations Plan (hereafter referred to as “Plan”) is to guide prevention & mitigation efforts, preparedness efforts, response management, and recovery activities. The Plan outlines the management structure, key responsibilities, emergency assignments, and general procedures to follow during and immediately after a disaster, emergency or crisis.

This Plan provides guidelines and procedures for dealing with existing and potential school incidents. The Plan outlines the expectations of school staff and students, as well as providing authority for personnel to enact the Plan, in whole or in part, in the event of an emergency affecting the school community. The Plan discusses internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates and actions the school will use to prevent and mitigate, prepare for, respond to, and recover from significant events.

2.3 School information and Situation Overview

Lind-Ritzville Cooperative Schools is an educational, PK -12th grade, institution providing education to 520 students within 4 buildings, on two campuses. We are committed to providing a safe and caring environment in which learning and working can take place most productively. Lind-Ritzville Cooperative Schools recognizes the responsibility to take steps to prevent and mitigate, prepare for, respond to, and recover from emergencies, disaster, or crisis impacting the district and its community members.

Lind-Ritzville Cooperative includes:

Lind Elementary School: Staff – 17; Students - 104 Students needing Assistance w/Evacuation - 3

Ritzville Grade School: Staff – 30; Students - 175 Students Needing Assistance w/Evacuation- 4

Lind-Ritzville Middle School: Staff – 15; Students - 130 Students Needing Assistance w/Evacuation - 1

Lind-Ritzville High School: Staff – 18; Students - 150 Students Needing Assistance w/Evacuation - 0

Cooperative District Office Staff: 5

Bus & Maintenance Facilities: 19

Lind-Ritzville Cooperative serves a vibrant and diverse population, with 2 languages spoken in the homes of our students.

Fewer than < 8 > of < 540 > students present with Access and Functional Needs (AFN), and this allows staff to provide 1:1 or 1:2 Para-Educator support for AFN students.

Students and staff may have the following functional needs:

- Limited English Proficiency
- Blindness or Visual Disabilities
- Cognitive or Emotional Disabilities
- Deafness or Hearing Loss
- Mobility/Physical Disabilities (Permanent and Temporary)
- Medically Fragile Health (Including Asthma and Severe Allergies)

The school's current enrollment of students and staff with functional needs will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule.

The list of students and staff names with functional needs along with their schedules is available in the nurse's office, principal's office, and in the "Emergency Supplies/Go-Kit" of each school.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is available in the principal's office and the nurse's office of each school.

The district superintendent/school administrator, or their designee, is responsible for the development and maintenance of the *Emergency Operations Plan*. This Plan will reflect the unique environment and specific needs and concerns of the building.

2.4 Planning Assumptions

It is reasonable to assume that with impending incidents such as storms and floods, warnings will be issued to enable some preparation prior to the event. Other disasters will come with no advanced warning.

A single site emergency, i.e. fire, gas main breakage, etc., could occur at any time without warning and the employees of the affected school cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

Following a major or catastrophic event, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.

Outside assistance will be available in most emergency situations. However, since it takes time to summon external assistance, it is essential that each school be prepared to carry out the initial emergency response on an independent basis.

Proper mitigation actions, such as creating a positive school environment, and conducting fire inspections and physical safety vulnerability assessments can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve each school's readiness to deal with emergency situations.

A spirit of volunteerism among school employees, students, and families may result in the provision of limited assistance and support to emergency response efforts.

2.5 Limitations

The information and procedures included in this Plan have been prepared utilizing the best information and planning assumptions available at the time of preparation. There is no guarantee implied by this Plan that in major emergencies and/or disaster situations that a perfect response will be practical or possible. As school resources may be overwhelmed and essential systems may be dysfunctional, Lind-Ritzville Cooperative Schools can only endeavor to make every reasonable effort to respond based on the situation, information, and resources available at the time the disaster or emergency situation occurs.

2.6 Community Partners and Critical Resources

Law Enforcement response: Ritzville Police Department/Adams County Sheriff's Office/Washington State Patrol.

Lind Fire Department, Ritzville Fire Department, Lind Fire Department, Adams County Fire District: Fire Suppression, Emergency Medical and Hazmat response. In coordination with the District, support the development and maintenance of the Lind-Ritzville Cooperative Schools Emergency Operations Plan. Provide command and control for field operations through established command posts

Lind-Ritzville Middle School: Central Office

Lind-Ritzville High School: Central Office

As determined by Emergency Responders and District: Reunification Support

Adams County Emergency Management

ACHD, Public Health Guidance and Support

3. Concept of Operation

Authorities & Policies: The Lind-Ritzville Cooperative Schools Emergency Operations Plan is developed under the authority of the following policies. State law and board policy & procedure outline the authority of the district Board of Directors and Superintendent, as well as district-wide efforts and actions taken to prevent, mitigate, respond to, and recover from significant events. Listed below are pertinent to Comprehensive School Safety.

The Board of Directors determines and adopts written policies that provide for the development and implementation of programs, activities, services, or practices that promote the safe management and operation of the school district, to include,

- Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- Review school construction and renovation projects for safety.
- Determine and allocate appropriate funding for school emergency management priorities.

3.1 Policy Guidance

Authority of Board and Superintendent

Policy	1000	Legal Status and Functions of the Board
Policy	1620	Board Relations with the Superintendent

General

Policy	6511	Staff Safety
Policy	4200	Safe and Orderly Learning Environment
Procedure	4200P	Safe and Orderly Learning Environment
Policy	3432	Emergencies
Procedure	3432P	Emergencies
Policy	4310	District Relationships w/ Law Enforcement & Other Government Agencies, Current MOU in effect N/A

Bullying – HIB + hazing

RCW 28A.600.477 & WAC 392-405-020 Harassment, Intimidation, and Bullying prevention; Cyberbullying, Compliance Officer, Annual Training, Investigations, Include in EOP

RCW 288.10.900 Hazing, Defined

RCW 9.61.260 Cyberstalking

RCW 9A.36.078 Hate Crime Offenses

RCW 28A.600.480 Reporting of Harassment, Intimidation, Bullying—Retaliation prohibited-- Immunity

WAC 495A-121-011 Definitions

Policy	3207	Prohibition of Harassment, Intimidation and Bullying
Procedure	3207P	Prohibition of Harassment, Intimidation and Bullying

Communicable Disease

WAC 392-380 Public School Pupils – Immunization Requirement and Life-Threatening Health Condition

Policy	3413	Student Immunization and Life-Threatening Health Conditions
Procedure	3413P	Student Immunization and Life-Threatening Health Conditions
Policy	6512	Infection Control Program
Procedure	6512P	Infection Control Program
Policy	3414	Infectious Diseases

Procedure 3414P Infectious Diseases

Communication

Policy 4000 Public Information Program

Procedure 4000P Public Information Program

Emotional or behavioral distress in students

RCW 28A.320.127 Plan for screening and response to emotional or behavioral distress

RCW 28A.320.127(1) Model school district plan for recognition, initial screening and response to emotional or behavioral distress

RCW 28A.210.40 Suicide Prevention—Identification Cards

Policy 2145 Suicide Prevention

Procedure 2145P Suicide Prevention

Firearms & Weapons on School Grounds

RCW 28A.600.420 Firearms on school grounds

RCW 9.41.280 Firearms and other dangerous weapons on school grounds

RCW 9.91.160 Possession of personal protective spray devices

Fire Safety/Fire Code

Fire Safety Guide

Risk Management & Insurance

Policy 6500 Risk Management

Procedure 6500P Risk Management

Policy 6530 Insurance

School Closure

Procedure 3432P Emergency School Closure

School Safety Planning

RCW 28A.320.125 Safe District and School Plans required

RCW 28A.320.126 Emergency Response System

WAC 51-54-0400 Emergency Planning & Preparedness

Violence/Threat of Violence

RCW 28A.320.128 Threats of violence; Notice and disclosure policies - Student conduct

RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion

RCW 9A.04.110 Definition of "Threat"

RCW 9A.46 Harassment

RCW 28A.225.330 Enrolling students from other districts

RCW 13.40.215 Juveniles found to have committed violent or sex offense or

RCW 9.41.280 Possessing dangerous weapons on school facilities

RCW 9.61.160 Threats to bomb or injure property

RCW 28A.600.210 Locker searches: drug activity, weapons

RCW 28A.600.220		Locker searches – No expectation of privacy
RCW 28A.600.240		Notice and reasonable suspicion
Policy	3143	District Notification of Juvenile Offenders
Policy	3144	Release of Info Concerning Student Sexual & Kidnapping Offenders
Procedure	3144	Student Management, Intervention, Discipline and Corrective Action
Policy	4314	Notification of Threats of Violence or Harm
Procedure	6513P	Notification of Threats of Violence or Harm
Policy	4315	Release of Information Concerning Sexual and Kidnapping Offenders

It is the policy of Lind-Ritzville Cooperative Schools to conduct emergency and disaster preparedness and mitigation activities in an effort to reduce and minimize the effects of a major emergency or disaster.

It is the policy of Lind-Ritzville Cooperative Schools to utilize an all-hazards planning methodology. All Plans contain general functions that may be needed to address any emergency situation, as well as immediate actions and guidelines for response to specific types of incidents.

It is the policy of Lind-Ritzville Cooperative Schools to conduct all emergency and disaster preparedness, mitigation, response, and recovery activities in accordance with the National Incident Management System (NIMS), and utilize the Incident Command System (ICS).

It is the policy of Lind-Ritzville Cooperative Schools that leadership staff take an active role in emergency planning and develop Continuity of Operations procedures.

It is the policy of Lind-Ritzville Cooperative Schools to provide in-service emergency preparedness and response training for all school, administrative, and support personnel.

It is the policy of Lind-Ritzville Cooperative Schools to conduct emergency response drills and exercises on a regular basis, to ensure preparedness of school personnel, students, and volunteers.

4. Organization and Assignment of Responsibilities

4.1 Overview of Roles

During emergency situations, the normal organizational structures of the school are modified to facilitate and support emergency operations. These organizational groups have specific roles and responsibilities throughout all phases of Emergency Management.

Lind-Ritzville Cooperative Schools has specified the following groups to be established at the leadership level. These groups include: Administrative Group (District) and School (Building) Safety Team/Incident Management Team.

4.1.1 Administrative Group

The Administrative Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Administrative Group includes the School Board, Superintendent or Superintendent's Designee, School Principal(s) as appropriate and necessary, dictated by the situation.

4.1.2 Assignment of Responsibilities: Administrative Group

The Superintendent/District/School Leadership provides policy-level leadership to the School/District during significant events in which the educational mission is interrupted, or normal business cannot be conducted.

The Superintendent/District/School Leadership, or their designee, is/are responsible for overseeing the entire incident and providing guidance on policy, helping resolve issues and finding necessary resources for the School Incident Commander, to include;

- Obtain a resolution from the school board giving needed authority and support to develop school emergency operations programs and plans.
- Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- Authorize implementation of emergency preparedness curriculum.
- Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- Implement the policies and decisions of the School Board relating to emergency management.
- Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county, as appropriate
- Coordinate emergency assistance and recovery

4.1.3 School Principal

The Principal, or their designee, is responsible for developing plans and protocols specific to their facility, including but not limited to, medical emergencies, evacuation, lockdown, shelter in place, and relocation and reunification.

- Principals are also responsible for ensuring that staff and students are sufficiently trained to respond appropriately to a variety of significant events. Principals should assess capacity for response and identify staff in the building with applicable skills which will aid response (first aid certification, search and rescue training, counseling and mental health, to name a few).
- Until non-school emergency responders arrive on-scene, the Principal is responsible for activating the Emergency Operations Plan. The Principal will usually serve as School Incident Commander (IC) but may also delegate the authority to direct all incident response activities to another senior staff member. Once an emergency response agency with legal authority to assume responsibility arrives on scene, the School Incident Commander will transition overall command to that agency and then serve as part of the response agency's unified incident command structure if needed. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrive.
- Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.
- Participate in the Unified Command Structure with responding Public Safety Agencies
- Coordinate with the responding agency's Public Information Officer, to keep the public informed during emergency situations.
- Keep Superintendent informed of emergency status.

- Assign selected staff members to the Building Safety Team who will develop the school's emergency operations plan.
- Ensure that the school building plan is coordinated with the District's *Plan* and policies.
- Coordinate with organized volunteer groups and businesses regarding emergency preparedness and resources.
- Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- Conduct drills and initiate needed plan revisions based on After Action Reports.

4.1.4 Teachers/Paraeducators/Counselors

Provide supervision and leadership. Follow emergency response procedures. Follow directions and guidance of school administrators. Take attendance whenever a class relocates or evacuates and report missing/extra students/staff to the School Incident Commander. Provide and/or summon first-aid services for injured students and staff.

4.1.5 School Office Manager/Office Staff

Provide supervision and leadership. Follow emergency response procedures. Follow directions and guidance of school administrators. Account for visitors, contractors, and volunteers. Ready the office "Go-Kit" for evacuation. If evacuated to another site; manage the Parent Report Point at Reunification Center.

School Nurse: Provide supervision and leadership. Follow emergency response procedures. Follow directions and guidance of school administrators. Gather and transport medications and health service supplies for evacuation. If evacuated to another site; establish nurses' station at the Reunification Center student waiting area.

Nutrition Services Staff: Follow emergency response procedures. Follow directions and guidance of school administrators. Prepare and serve food and water on a rationed basis when the feeding of students and staff becomes necessary (for example, if sheltering in place overnight during a severe storm)

Technology Services Department

- Coordinate use of technology during emergency response.
- Assist in establishment/maintenance of emergency communications network.
- Assist in obtaining needed student and staff information from the computer files during/following emergencies.
- Assist with the development, preparation, and maintenance of the school's Critical Incident Response Kit/Go Kit/Emergency Supplies, providing information on, and location of, telephone lines, computers and other communications equipment.
- Establish and maintain, as needed, a stand-alone computer with student and staff data base for use during emergencies, or at an evacuation/re-unification site.
- Establish and maintain electronic communication with the District office and with other agencies capable of such communication, as appropriate.

- Coordinate the recovery of the District's telephone and computer systems following disaster situations.
- Provide District schools with guidance and direction for the protection of computer hardware, software, and data.
- Provide for the identification and preservation of essential Department records.
- Document emergency related activities and costs.

Transportation Department

- Establish and maintain protocols for transportation-related emergencies.
- In coordination with school leadership, establish and maintain plans for the emergency transport of District personnel and students.
- Train all drivers and transportation supervisory personnel in emergency protocols involving buses as referenced in the *Emergency Operations Plan*.
- Provide for the identification and preservation of essential Department records.
- Document emergency related activities and costs.

4.1.6 Families/Guardians

Students: Follow emergency response procedures. Follow directions and guidance of school staff. Report unsafe (or potentially unsafe) actions or conditions to staff immediately.

Parents/Guardians: Know the school's emergency response procedures. Follow the directions and guidance of school administrators and first responders. Keep all contact information and student health information current.

4.2 Incident Management Team

National Incident Management System and Incident Command Team: Lind-Ritzville Cooperative Schools utilizes the incident command system (ICS) to prepare for, respond to and manage emergencies and disasters. The ICS is a well-established management model for both large and small incidents. Among its benefits are a flexible modular design, clear chain of command, manageable span of control, accountability, and a comprehensive planning component. ICS is designed to be used for "all-hazards"; it can be utilized to plan for and manage any significant event, regardless of hazard.

The Incident Management Team (IMT) can be organized at the District Level AND the Building Level. District level IMT will manage the emergency with a focus on District Operations, while the School level IMT will focus on school building operations. The IMT/School Building Safety Team (can also use Safety Committee personnel) is responsible for the emergency preparedness and response efforts undertaken at the school. The Team will be led by, and assist the Principal/School Incident Commander or their designee, in managing an emergency and providing care for school employees, students, and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable.

4.2.1 District Emergency Management Coordinator, Superintendent's Designee

- Establish a school emergency operation plan review committee to approve and coordinate all emergency response plans. (District Level IMT)
- Consult with ESD101 Regional Safety Center to analyze system needs for emergency preparedness, planning, and education and to ensure coordination of the school plan with community emergency plans.
- Develop and coordinate in-service emergency response education for all school personnel.
- Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- Request assistance from ESD101 Regional Safety Center and Adams County Emergency Management when necessary.
- Serve as the staff advisor to the Superintendent on emergency management matters.
- Keep the Superintendent apprised of the District's preparedness status and emergency management needs.
- Coordinate planning and preparedness activities and the maintenance of this *Plan*.
- Prepare and maintain an inventory of District resources.
- Arrange appropriate training for district emergency management personnel and emergency responders.
- Coordinate periodic emergency exercises to test emergency plans and training.
- Perform day-to-day liaison with ESD101 Regional Safety Center.
- Organize the District's emergency management program and identify personnel, equipment, and facility needs.
- Encourage incorporation of emergency preparedness material into regular Curriculum.
- Provide copies of the District plan to the County Emergency Management office and other Public Safety Agencies.
- Monitor developing situations such as weather conditions or incidents in the community that may impact the District.
- Ensure the creation of Critical Incident Response Kits/Go Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency.

4.2.3 School Leadership/Incident Management Team General Responsibilities

When a major emergency or disaster occurs, District/School Leadership and the Incident Management Team (IMT) shall use the following general checklist as a basis for managing emergency operations:

- Report to predetermined site to manage operations
- Account for students, staff, and visitors. Life safety is the first priority.
- Assess damage to facilities and resources
- Assess personnel and resources available
- Assess problems and needs
- Report situation, damages, and capabilities to school Principal, Superintendent, or their designee
- Carry out departmental responsibilities
- Continue assessment of school resources, needs, and actions
- Keep detailed and accurate records, document actions, costs, decisions, etc.
- School personnel are expected to carry out their responsibilities outlined in this *Plan*, utilizing their best judgment and in a coordinated manner.

School principals are required by Washington State law to be certified in the ICS and will normally serve in that role during the initial response. The ICS certification is also recommended for the Incident Command Team members and any staff fulfilling a leadership role.

4.2.4 School Incident Commander

- Oversee development and sustainment of the School Safety Team.
- Assume command and manage emergency response resources and operations at the Incident Command Post until relieved by a more qualified person, or the appropriate Public Safety Agency official.
- Utilizing the *Emergency Operations Plan and Standard Response Protocols*, direct Safety Team to assess the situation, establish objectives and develop an emergency action plan.
- Determine and implement required protective actions for school response personnel and the public at an incident site.
- Appoint additional staff to assist as necessary.

4.2.5 School (Building) Safety Teams/IMT

- Develop and implement a *School Emergency Operations Plan* utilizing the same format and fulfilling the same requirements as the District Plan; however, details will be building specific.
- Establish a partner system to pair teachers and classes so that teachers assigned to a Safety Team can fulfill the duties.
- Facilitate and participate in identified preparedness and response trainings
- Utilizing the *Standard Response Protocols*, assist the Principal during an emergency by providing support and care for school employees, students and visitors during an emergency, before local emergency services arrive, or in the event of normal local emergency services being unavailable.

4.2.6 Emergency and First Responders

Ritzville Fire Department/Lind Fire Department/Adams County Fire District

Fire provides fire suppression and emergency medical services. The local station will also provide representatives to assist in planning activities, as requested and available. Fire District responsibilities include, but are not limited to:

- In coordination with Lind-Ritzville Cooperative Schools, support the development and maintenance of the *Emergency Operations Plan*.
- Provide command and control for field operations through established command posts.
- Provide fire suppression services.
- Provide hazardous materials incident command and coordinate response with outside agencies, as appropriate.
- Provide light and limited heavy rescue.
- Provide emergency medical services.
- Provide support to the Spokane Police Department/Sheriff's Office in evacuation efforts, as appropriate.
- Participate in initial damage assessment efforts, as appropriate.

Adams County Sheriff's Office/Ritzville Police Department/WA State Patrol

Law enforcement services are provided to Lind-Ritzville Cooperative Schools and facilities by the Adams County Sheriff's Department and the Ritzville Police Department. Law Enforcement responsibilities include, but are not limited to:

- In coordination, support the development and maintenance of *Lind-Ritzville Cooperative Schools Emergency Operations Plans*.
- Provide law enforcement services.
- Provide command and control for field operations through established command posts.
- Provide emergency traffic control.
- Provide direction and control for evacuation efforts, as necessary and appropriate.
- Participate in initial damage assessment efforts, as appropriate.
- Provide support to threat assessment and intelligence gathering activities.
- Provide coordination of explosive device identification, handling, and disposal.
- Provide direction and control for search and rescue activities, as necessary and appropriate.
- Provide support to the Adams County Medical Examiner in the identification of the deceased.

Adams County Emergency Management Services

Adams County Emergency Management Services provides direction and coordination for all activities related to emergencies and disasters, throughout all phases of the disaster cycle (mitigation, preparedness, response, and recovery) occurring within Spokane County. The DEM Deputy Director

manages the DEM Emergency Coordination Center (ECC) during activation and interacts with outside agencies to coordinate emergency support activities. In coordination with, and support of all Adams County Schools the DEM Director (or designee) responsibilities include, but are not limited to:

- In coordination with the school, support the development and maintenance of *Lind-Ritzville Cooperative Schools Emergency Operations Plans*.
- Provide support and technical assistance with emergency management policy and procedure development.
- Assist with provision and coordination of emergency management related training and exercises.
- Assist with coordination of mitigation and preparedness activities.

5.0 Direction, Control and Coordination- a framework for all direction, control, and coordination of activities

5.1 The use of the Incident Command Structure (ICS)

All emergency and disaster preparedness, mitigation, response, and recovery activities shall be conducted in accordance with the National Incident Management System (NIMS).

Direction and control of School emergency management activities rests with the Building/School Administrator. Overall control during disaster response operations will be divided into three (3) levels:

- Administrative Group – responds to policy issues brought about by the emergency or disaster
- District and School Safety Team(s)/Incident Management Team – coordinates response efforts at the district and school building, respectively, monitors disaster situation and reports to the Administrative Group
- Field Response Operations – Public Safety response agencies operate in field locations or command posts and will direct and coordinate all field response operations.

5.2 Emergency Management

Overall direction, control, and coordination of District/School response activities will normally be conducted through the District/School Emergency Operations Center, in order to support the overall District/school community response to disaster and best coordinate efforts with outside response agencies.

Lind-Ritzville Cooperative Schools Emergency Operations Center is currently located at Gilson Gymnasium. *The facility is not yet equipped with back-up power generation, and is operable 24-hours a day.

The Emergency Operations Center may be activated to any level deemed appropriate for the level of required operations.

The District Superintendent, or their designee, in coordination with the Administrative Group, and the School Building Administrator, or their designee, are responsible for ensuring that emergency preparedness activities, response to emergencies and disasters, and the coordination of the recovery are effectively carried out by the district/school.

The School Board is responsible for policy decisions. The Superintendent provides policy recommendations to the Board during times of emergency or disaster, and/or in anticipation of large-scale emergencies or disasters.

5.2.1 Prevention

The following list of management priorities, in order of importance, is provided to guide policy decisions during disasters of major magnitude:

- Protect life and health of District students and personnel
- Protect District property
- Develop and disseminate public information
- Protect the environment
- Restore essential services and facilities
- Minimize disruption to the community

5.2.2 On-Scene Management

Each Building/School Safety Team is responsible for the initial response to any emergency occurring in their building, or on the grounds of their building. The Safety Team will follow the directives of the *Emergency Operations Plan* for guidance in response actions. The Safety Team will lead operations until such time as the situation is resolved, or Public Safety agency(ies) have arrived and assume responsibility.

However, at no time will school officials transfer responsibility for student care.

In compliance with the National Incident Management System (NIMS), on-scene management of emergencies will normally follow the Incident Command System (ICS) as published by the Department of Homeland Security, National Fire Academy, and the National Emergency Management Institute. The functions of the Incident Command System include, but are not limited to:

- Incident Commander – Directs on-scene operations
- Safety Officer – Oversees safety of operations at the scene
- Liaison Officer – Coordinates information with support function groups
- Public Information Officer (PIO) – Coordinates media relations and emergency public information. This shall be done in coordination with District EOC and response agencies.
- Operations Section – Implements strategic and tactical actions at the incident scene.
- Logistics Section – Responsible for communications, transportation, supplies and equipment
- Planning Section – Responsible for situation and resource status reports, documentation, and incident planning
- Finance/Administration Section – Responsible for contracts, time keeping, cost analysis, compensation, and claims.

5.2.3 The Incident Commander (IC) is the on-scene manager responsible for direction and control at the scene of the incident. The IC shall utilize the positions within the Incident Command System as deemed necessary at the time of the incident. The Incident Command System should only be activated to the level necessary for efficient response operations. Each Building Safety Team shall be led by a School Incident Commander. It is the responsibility of the School Incident Commander to:

- Assess the situation
- Develop incident organization objectives, action plans, and priorities
- Ensure safety issues are addressed
- Ensure 9-1-1 has been contacted, as necessary
- Participate in Unified Command with response agencies
- Keep the Administrative Group informed of response activities and resource or support needs

5.2.4 Coordination

Coordination of on-scene response activities shall occur at the Incident Command Post by the Incident Commander and the Incident Command Team.

Coordination of emergency activities occurring at the District/Leadership level, including information management and coordination with outside support agencies, shall be done through the District's Emergency Operations Center.

Emergency warning and public information will be communicated to the school community via Blackboard Alert system. Warning dissemination through the Alert Spokane system is available by request to Spokane DEM. In a regional or wide-spread event, public information will be coordinated through Spokane/Adams County's Joint Information Center (JIC).

5.2.5 Demobilization

When the School/District Administrator, or designee, determines that the activation of the Emergency Operations Center (EOC) is no longer required, he/she will issue instructions for demobilization from emergency management activities at the conclusion of the emergency event.

5.2.6 Emergency Management Cycle and Operational Phases:

In order to minimize the effects of an emergency or disaster, provide emergency response capabilities, and to facilitate recovery efforts, the elements of the Lind-Ritzville Cooperative Schools, and related facilities, shall endeavor to provide services in the areas of mitigation/prevention, preparedness, response, and recovery from emergencies and disasters, to the best of their ability during all operational time phases.

5.2.7 Mitigation/Prevention Phase

School Safety and Climate

- Develop and maintain the District/School *Emergency Operations Plan*
- Review hazard and risk analysis and develop capabilities and resources to enhance ability to respond the emergency situations

- Develop appropriate resource lists in support of *Plan*
- Develop District and School Safety Team(s) and assign duties, as applicable
- Assess individual school strengths and needs
- Create safe school environment
- Coordinate with public safety agencies to ensure cohesive working relationships
- Coordinate with volunteer and community organizations to identify available support services and assure cohesive working relationships

Crisis Prevention

- Develop and implement district and building climate and safety initiatives
- Implement quality crisis interventions
- Report any threats, incidents, and/or potential incidents using established communications and reporting channels
- Develop and implement building programs that enhance resilience
- Establish and maintain an anonymous reporting line

5.2.8 Preparedness Phase

School Safety and Climate

- Identify staff development needs in regards to school safety initiatives and programs
- Conduct *Plan* education to ensure familiarity with *Plan* elements and assigned responsibilities
- Conduct training activities to enhance response capabilities
- Establish an on-going data-based evaluation system for collecting and evaluating effectiveness of mitigation and preparedness activities
- Develop a cost tracking system to record expenditures and costs of future emergency/disaster response expenditures

Crisis Preparedness

- Provide staff development in regard to school crisis prevention through recovery
- Develop Building Crisis Response Team(s) and plans
- Hold regular Safety and Crisis Team meetings to assess school climate and safety
- Conduct drills and exercises
- Evaluate and modify plans, as warranted, according to feedback from drills and/or exercises

Facility Safety Improvements

All schools can be remotely secured (or accessed) by authorized personnel. All of our schools have the ability to lockdown doors via a pull station located in the main office, or remotely by authorized personnel. The lockdown alarm is monitored and school administration notified whenever a school activates their system.

Knox boxes with keys and electronic access fobs are installed at all facilities to provide access to fire responders. *Law enforcement personnel will have electronic access to facilities via their department identification cards.

All Schools' Safety personnel can be contacted 24/7 by law enforcement via phone 509-218-1077.

All schools have cameras monitoring key areas, which can be remotely accessed by authorized personnel including, if needed, law enforcement.

*SROs and SRDs do not yet have laptops in their vehicles allowing them to remotely access the access control system and Rapid Responder.

HVAC systems can be remotely accessed and controlled by authorized users in the event a school or school(s) need to shelter in place. Several schools also now have automatic HVAC shutoff pull stations in the school office.

Fire systems (alarms and sprinklers) are tested and inspected regularly. Fire extinguishers are serviced annually and inspected monthly.

School districts undertaking construction or remodeling projects (greater than 40% of existing building) are required to consider school safety in plans and designs (RCW 28A.335.010). The Facilities Department, which oversees new construction, incorporates recommendations from risk management, Campus Safety, and safety staff in new facility design and in improvements to existing facilities. Crime Prevention through Environmental Design (CPTED) principles are utilized.

5.2.9 School Inspections

Crime Prevention through Environmental Design (CPTED) inspections are completed by Campus Safety/ESD Safety staff annually who are qualified to provide documentation to support the need for any corrective action for any identified hazard.

School Health and Safety inspections are completed annually for all schools and the local health district staff.

The local Fire Department completes an annual fire safety inspection of all schools. School/District leadership coordinate and document corrective action for any hazards identified.

All facilities are required to have an employee safety committee that identifies and acts on reported hazards to employees. ESD Safety staff are available to assist with Safety Committee concerns and questions.

5.2.10 Response Phase

School Safety and Climate

- Identify and implement the appropriate level of emergency response needed
- Respond to at-risk needs and concerns (i.e. conduct threat/suicide assessment)
- Provide interventions to meet identified needs
- Initiate actions necessary to preserve life and property utilizing available resources

- Carry out initial damage assessment and evaluate overall condition
- Coordinate response and support functions with outside agencies
- Compile event status information and report to appropriate agencies
- Prepare and maintain detailed documentation of events and activities
- Meet with District and School Safety Team, identify and plan for short-term needs

Crisis Response

- Identify type of crisis and ensure activation of Building Safety and/or Crisis team
- Verify facts and implement communication and notification plans
- Provide immediate crisis interventions to ensure physical and psychological safety

5.2.11 Recovery Phase. RCW 28A.320.125 (2)(b)

School Safety and Climate

- Carry out damage assessment functions and assess school community needs
- Prioritize recovery projects and assign functions accordingly
- Coordinate recovery efforts and logistical needs with supporting agencies and organizations
- Prepare documentation of event, including event log, cost analysis and estimated recovery costs
- Support reestablishment of school academic and social support systems
- Continue to monitor safe school and climate data
- Monitor whole-school recovery
- Implement additional support and prevention programming as appropriate
- Conduct after-action review, evaluate effectiveness of *Plan(s)*, and modify as needed

Crisis Recovery

- Secure and restore the physical structure and safety
- Provide for on-going psychological triage
- Continue to provide crisis interventions, as necessary
- Coordinate with support agencies to ensure availability of effective and appropriate crisis interveners
- Communicate with school community regarding physical and psychological recovery supports
- Establish school community Recovery Task Force, as appropriate
 - Collaborate with stakeholders and community support agencies
 - Plan for memorial activities
 - Manage financial and in-kind donations
 - Plan for return to routine
 - Ensure provision of staff support

- Plan for long-term needs

5.2.12 Emergency Supplies and Equipment. RCW 28A.320.125 (3)(d) (Under further Review)

- First aid kits are located in all School/District buildings and vehicles.
- Automatic External Defibrillators (AEDs) are located in all schools. REVIEW
- Each school building has been issued bleeding control kits.
- All school leadership have portable radios that can be used to coordinate evacuation. The district/school also maintains a cache of radios that can be used during response to an event.
- Schools in areas with a higher threat of external hazardous materials incidents are encouraged to maintain shelter-in-place supplies including tape and plastic sheeting to seal doors, windows, and vents.
- Schools have at least 24 hours of snacks and beverages available in the cafeteria.
- Schools that serve as reunification centers maintain reunification forms and signs, and emergency supplies for the reunification center to include snacks, water.
- Emergency Supplies, ensure that staff have knowledge of, and their location **RCW 28A.320.125 (3)(d)**

Hazardous Supply Inventory

School Districts/Schools are required to maintain an inventory of hazardous materials (Material Safety Data Sheets) in each facility. Include an inventory of hazardous materials in the Emergency Operations Plan. **RCW 28A.320.125 (3)(b)**

6. Information Collection, Analysis and Dissemination (Communication)

6.1 Public Information

Providing current and accurate information to the school/district community is of great importance during and following an emergency or disaster. The School/District shall strive to provide both emergency and general information in a timely and coordinated manner.

For the purposes of this *Plan*, the School/District defines “Emergency Information” as information which has direct relevance to the safety and/or health of students and personnel, i.e. evacuation/reunification notices, shelter-in-place notices, etc. “General information” may consist of event cancellations, schedule changes, etc.

The Superintendent or designated School Administrator will serve as the Public Information Officer (PIO) who shall coordinate the dissemination of emergency public information through the District/School Emergency Operations Center (EOC).

The District utilizes the Blackboard Instant Alert system to communicate with the school community. This shall be the primary method of message dissemination. Other available methods will be used as necessary and practicable, including phone call, email, and text messaging.

Activation of the Alert Spokane system may be requested through Spokane County DEM.

It is anticipated that in some circumstances emergency public information may need to be released from field command posts. In this event, release of information shall be coordinated between the District/School designated PIO and the PIO(s) of responding agencies.

In a regional or wide-spread event, public information will be coordinated through Spokane and/or Adams County's Joint Information Center (JIC).

7. Training and Exercises

It is the policy of the School/District to identify and establish methods of meeting the training and exercise needs of the School/District personnel, students, families, and volunteers responsible for responding to emergencies.

7.1 Training and exercise activities used in support of the EOP

7.1.1. RCW 28A.320.125 (5) Functional Exercise, Tabletop Exercise and 2 Full-Scale Exercise are held every 4 years

7.1.2. RCW 28A.320.125 (6)(b) Required Monthly Drills—Lockdown, Shelter-in-Place, Evacuation and Earthquake, Secure and Teach

7.1.3. RCW 28A.320.125 (6)(d) Schools shall document the date, time, and type (shelter-in-place, lockdown, or evacuate) of each drill required under this subsection (5), and maintain the documentation in the school office. These drills are Lockdown, Shelter-in-Place, Evacuation and Earthquake. A record of these drills, to include date, time, school/location, type of drill, response time, and number of participants, must be maintained in each school office and readily available for safety and emergency responder personnel, if requested. Schools shall document the date, time, and type (shelter-in-place, lockdown, or evacuate) of each drill required under this subsection (5), and maintain the documentation in the school office.)

7.2 Training objectives and frequency to ensure that all understand roles, responsibilities and expectations

7.2.1 Administration

The District will develop and provide training for an Armed and Dangerous Intruder utilizing the Standard Response Language/Run, Hide, Fight +

ACCOUNTABILITY. Additionally, a Reverse Evacuation/Secure and Teach response for situations where Lockdown would be inappropriate, as the incident is within the community and not within the school building.

7.2.2 Staff, RCW 28A.320.125 (2)(e)

The District designee and School Administrator is responsible for ensuring that the appropriate personnel receive training in specific emergency management skills and professional development through available resources. The District provides education and training on the Standard Response Protocol and will adopt an ICS 100 Certification.

The District will utilize all types of exercise formats, including tabletop, functional and full-scale exercises. One Functional Exercise, one Tabletop Exercise and 2 Full-Scale Exercises are encouraged every four years. These types of training will enhance shared expectations and knowledge of the standard response language with emergency responders, community resources and partners and school personnel. **(RCW 28A.320.125 (5)** 1 Functional Exercise-annually; 1 Tabletop Exercise-monthly; 2 Full-Scale Exercise-every 4 years. Each District/School Department Director is responsible for ensuring that their employees are trained in the concepts of the *Emergency Operations Plan*, and in the specific Department responsibilities.

The District/School Administrator is responsible for ensuring that drills and exercises are conducted to evaluate the effectiveness of the *Response Plan*, revising plans with lessons learned, and to determine future training needs.

7.2.3 Students

Under the direction of district admin, building principals are responsible for annual and monthly training for students.

7.2.4 Parents/Families

District and building level administrators are responsible for communication with parents/families regarding safety procedures and will give prior notice to any student safety drill. The Emergency Plan is posted on the district website.

7.2.5 Community Representatives

Community representatives are welcome allies in safety preparedness and prevention. District level administration will contact and include community stakeholders as needed.

7.2.6 LE Responders and Fire, DEM

The District/School Administrator, with assistance from the ESD Regional Safety Center, Adams County DEM, the Sheriff's Office/WSP, Lind, Ritzville and Adams County Fire Districts, is responsible for coordinating and implementing drills and exercises for District personnel, and for the development and maintenance of the *School/District Emergency Operations Plan*.

7.2.6 Transportation, RCW 28A.160

The transportation director is responsible for all aspects of safety and emergency preparedness training for transportation personnel. The transportation director will coordinate drills and evacuation preparation with the superintendent.

8. Administration, Finance and Logistics

8.1 Administration and Finance

It is the policy of the school/district that each department will assign personnel to be responsible for documentation of disaster activities and costs, and utilize effective administrative methods to keep accurate detailed records distinguishing disaster operational activities and expenditures from day-to-day activities and expenditures.

Financial documentation and associated reports shall be the responsibility of the Business Services Director, or designee.

The Business Services Director, or designee, shall develop effective methods and procedures for documenting disaster expenditures and shall provide each District Department and School with documentation forms and completion instructions.

The Business Services Director, or designee, in coordination with other District Departments, shall identify records which are vital for the operation of the District, in order to resume normal operations after an emergency or disaster.

During emergency operations, non-essential administrative activities may be suspended. Personnel not assigned to essential duties may be assigned to other Departments and/or School buildings to provide support services.

The School/District may incur disaster expenses. The District Superintendent and School Board, in coordination with the Business Services Director, will be responsible for identifying other sources of funds to meet disaster related expenses if District budgets are exceeded.

Normal procedures for expenditures and payment processing may be modified to accommodate the circumstances associated with the disaster.

It is the policy of the school/district that school/district personnel will be utilized to the maximum extent possible, including use of personnel not assigned emergency responsibilities. The Human Resources Department is the lead department for essential human resource activities in the District, and as such, may assist other Departments and/or School buildings in identifying and assigning employees to assist in disaster response and recovery activities.

District Departments and Schools, although retaining responsibility for the day-to-day supervision of their work force, should coordinate their personnel needs with the Human Resources Department. Since non-essential activities may be canceled during an emergency, District employees may be required to work either overtime or "out of class," and shall be compensated in accordance with existing rules and bargaining unit

agreements. Requirements of the Fair Labor Standards Act (FLSA), existing labor contracts, and District policies and procedures shall apply.

Volunteers are an important human resource and will remain so during a disaster. The Human Resources Department will be responsible for ensuring volunteers are registered, assigned tasks appropriate to their qualifications, and volunteer hours worked are accurately tracked.

Repair and restoration of damaged District facilities may require environmental assessments and appropriate permits prior to final project approval.

8.2 Logistics

It is the policy of the School/District that the District will prepare and maintain a current list of its personnel, facilities, and equipment resources. Any or all of these resources may be called upon during disaster and emergency situations.

The District Superintendent/School Administrator is authorized to contract with any person, firm, corporation, or entity to provide construction work on an agreed upon cost basis during emergency or disaster response operations.

The Facilities and Planning Department will pre-identify locations within the District for use as Logistics Staging Areas for response and relief supplies.

Additional resources may be called upon for assistance through the use of pre-contracting, mutual aid agreements, memoranda of understanding, or by request through the Adams County Emergency Management Services.

9. Plan Development and Maintenance

The School Administrator/District Superintendent will coordinate and reach accord with all agencies that have a role in incident management for the development and execution of policy, planning, training, and other preparedness activities.

The School Administrator/District Superintendent, or their designee, will ensure that exercises of this *Plan* are conducted on an on-going, annual basis.

This *Plan* will be reviewed and updated every year. The ESD Regional Safety Center is available for assistance and review of the revised and updated Plan, and will then share with Fire, Law Enforcement and County DEM.

10. Authorities and References

The Lind-Ritzville Cooperative Schools Emergency Operations Plan is developed under the authority of local, state, and federal statutes and regulations

10.1 Laws, Statutes, Ordinances, Regulations, Executive Orders

- Adams County Emergency Management 77-84/2.40
- Spokane County Code 1.08.010
- Revised Code of Washington 28A.320.125, 28A.320.126, and 28A.320.127
- Washington Administrative Code 392-129

- Public Law, 93-288, The Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended
- Homeland Security Presidential Directives 1 – 8
- Homeland Security Act of 2002

10.2 Formal agreements relevant to emergencies, including guidelines for meeting with Law Enforcement and First Responders. RCW 28A.320.125 (2)(h)

Schools as community assets RCW 28A.320.125 (2)(g)

Include provisions for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the administrator.

FUNCTIONAL ANNEXES: The “How-to” actions to be followed in any emergency (before, during and after): Required overarching functions such as those called out in **RCW 28A.320.125**, to include, but not limited to;

1. Communications and Warning: RCW 28A.320.125 (3)(d)

Communications plan:

- a. Internal communication plan
 - i. Staff and Students, inside and outside the school buildings (utilized lists and records)
 - ii. Language Barriers- use designated translators
 - iii. Accommodations- provided as needed

Primary methods of communication:

1. Text messaging (when available)
 2. Radios (when available)
 3. Staff/student messengers
- b. External communication plan
 - i. Emergency responders: 9-1-1
 - ii. Families (utilize list and records)
 - iii. Media (Facebook pages, website, Spokane news)
 - c. Technology requirements for communication
 - i. Equipment and portable devices

The following are examples of resources needed for specific response functions.

- ☐ ERCM Plan
- ☐ Staff/Student/Volunteer/Visitor Rosters
- ☐ Contact list for Students' Families (including Instant Alert info)
- ☐ School Maps
- ☐ Communication Equipment (Radios, Walkie-Talkies, Cell Phones, Bullhorn)

- ❑ Emergency Kits
- ❑ Flashlights and batteries
- ❑ Clipboards, paper, pens, pencils
 - Medical Cache w/Rx orders
 - ii. Training
 - iii. Challenges

2. **Emergency Response Methods/Actions and Required Drills: RCW 28A.320.125 clarifies that school principals and administrators have the responsibility to assess the threats and hazards most likely to impact their school. These drills must teach students three basic functional responses:**

2.1 EVACUATION: Used to move students and staff away from threats, such as fires, oil train spills, or tsunamis.

2.2 LOCKDOWN: Used to isolate students and staff from threats of violence, including an intruder in the building. Lockdown uses the secure nature of classrooms to protect students and staff from harm.

2.3 SHELTER-IN-PLACE: Used to limit the exposure of students and staff to hazardous materials, such as chemical, biological or radiological contaminants, released into the environment by isolating the inside environment from the outside. Shelter means to find a **SAFE PLACE**, then protect yourself. We listen for instructions which will give the reason (why) to shelter, and then how to protect yourself. Listen, follow instructions, and be safe!

2.4 EARTHQUAKE: Please consider, the Great WA Shake Out is held every October and school district participation is encouraged. For more information, <https://www.shakeout.org/washington/>. The state-approved earthquake safety technique is “drop, cover and hold on” until the shaking stops.

2.5 SECURE: Get inside, lock exterior and interior doors. Used when there is a threat in the community and Law Enforcement recommends securing the schools in the area. **INCREASE SITUATIONAL AWARENESS** as the situation may require a change to the safety protocol.

2.6 ACTIVE ASSAILANT EDUCATION: Run, Hide, Fight. Please see the DHS website, referenced at OSPI, https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf

- Use “Secure and Teach” rather than any modifications of Lockdown. Secure and Teach is used when the threat to staff and students is in the community and law enforcement determines the securing of the school building(s) is necessary. Secure and Teach is less disruptive to the educational environment and minimizes trauma. Secure and

Teach can also be used as a Reverse Evacuation; essentially, move inside and remain within the secure building.

- School principals and administrators now have greater flexibility in determining the specific number of each type of drill to conduct, but schools shall conduct at least one safety-related drill per month when school is in session and the building is occupied with students. Additionally, schools shall document the date, time, type of drill, and the number of occupants participating in the drill, and maintain the documentation in the school office.
- Washington Department of Health rules require pre-school and Early Childhood and Education Assistance Programs conduct and document monthly fire evacuations. These drills can be teacher led and be silent to the rest of the school building.

3. Accounting for All Persons—staff, students and visitors

- a. Verification of Attendance
- b. Missing People
- c. Injured People
- d. Reporting
- e. Release of Students

4. Family Reunification Plan: RCW 28A.320.125 (2)(d)

- a. Communications
- b. Logistics
 - i. Relocation, primary site and at least one alternate site
 - ii. Transportation and Staging, Emergency Bus Routes Identified, **RCW 28A.320.125 (3) (c) (ii)**
 - iii. Staffing
 - iv. Process
 - v. Supplies
 - vi. Food, Water, First Aid supplies, emergency meds, Bullhorn or Radios, pens, paper, etc.
- c. Student Security and Release
 - i. Student contact info and authorized guardian for emergency release, maintain paper back up copy for redundancy

REUNION TEAM

I. PURPOSE

In the event of an incident team must be prepared to reunite students and parents. The purpose of the Reunion Team is to position students for their quick release, prepare for the arrival of the parents, notify the parents of the situation and establish site(s) for the rapid, accountable and orderly dismissal of student to parent.

II. SCOPE AND FUNCTION

School personnel must be able to prepare for the quick arrival of parents wanting to remove their child from the school grounds after an emergency or crisis. Designated employees must be trained to establish and manage student - parent reunion sites.

The Reunion Team will provide the following functions:

Before the Crisis:

- ❑ Train staff and IMT using real drills and table top exercises.
- ❑ Prepare and maintain a list of student emergency release information.
- ❑ Have pre-made material in a container easily evacuated, that includes:
 - System for releasing students
 - Signage (Bilingual as needed)
 - Clipboards/Pens Forms; Markers and Blank Paper for Signs
 - Tape and/or String to secure signs

During the need for a Reunion:

1. Team members meet at the Incident Command Post.
2. Team Leader chosen.
3. Team created and briefed (Teachers or Support Staff may be needed to fill the team population.)
4. Use pre-determined reunion site or choose a new one if necessary.
5. Bilingual “greeter” acquire pre-located materials, post routing signs then position themselves to direct parents towards the reunion location.

6. Assign a team member to contact media and/or access other forms of public communication having them make an emergency broadcast alerting parents about the reunion and it's procedures.
7. Set up the reunion site and instruct teachers to move the students.
 - Set up a parent check in location, preferably outside the entry door to the reunion location. Attempt to use or create a barricade between parents and students.
 - Teachers move their students from evacuation assembly area to the reunion site, conducting a second Red/Green accountability function.
 - Parents come to the reunion site and line up.
 - Helpers gather a manageable group of parents and escort them to the rooms where their children are waiting.
 - Helpers manage the parents and record who is reunited with whom.
 - Helpers move reunited parents and students to the exit and return to the reunion team location.
 - Helpers report/update team with names of reunited students and gather a new set of parents.
 - As the event reduces teacher class sizes the helpers will combine classes and instruct newly freed teachers to assist with the process.
 - Teachers note on their rosters who the children were released too.
 - Children that live in the area are not let go until a parent/guardian arrives for pickup.
 - Position team members, emergency responders or other volunteers suitably identified, in the parking areas, to direct traffic.
8. Strive to reunite students and parents, or authorized guardians, as quickly as possible.

After the Reunion:

- ❑ If any students remain and are not called for by parents, team members shall start to call, or contact via any method, the parents of the remaining children.
- ❑ If children still remain and the team is breaking down the system, then teachers shall be forced to provide off site shelter for the students. Contact the Red Cross for assistance. If opening a team member's home is the only option, then divide

the students into manageable groups and have team members, of the same sex, provide shelter until relieved.

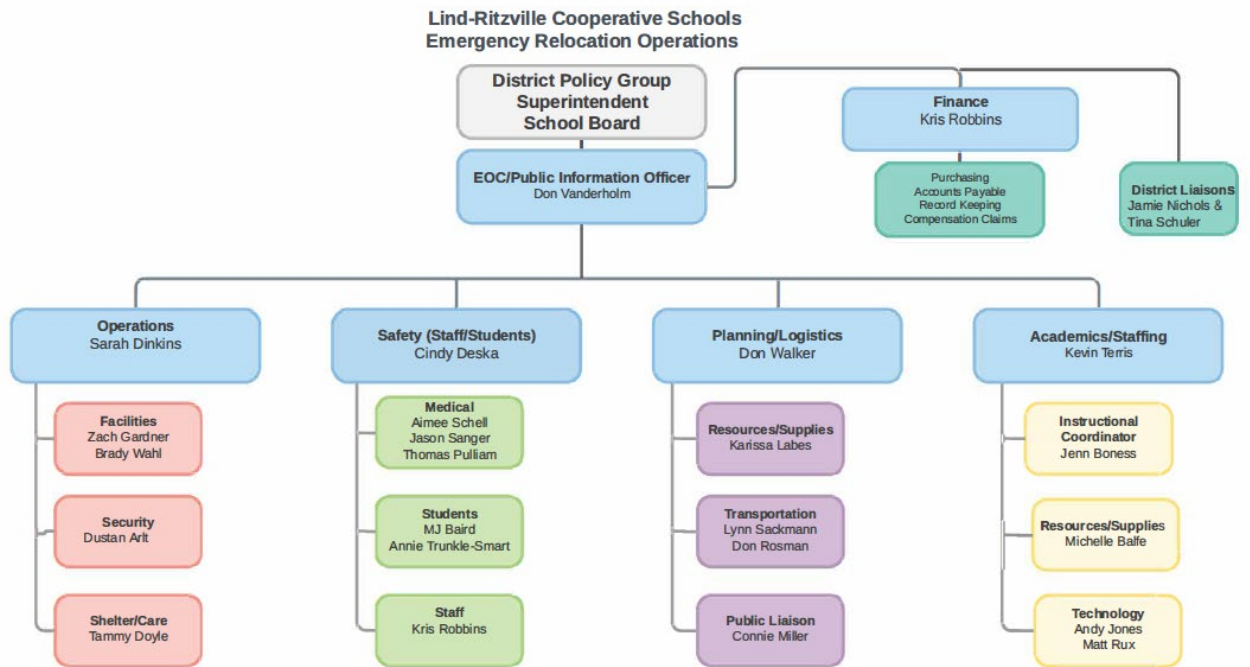
- ❑ Provide all paperwork generated by the event to the IMT Leader.
- ❑ Provide for post incident stress management if the situation requires this action.
- ❑ Break down the system.
- ❑ Disband the team but schedule a review of the event.

THREAT & HAZARD ANNEXES The “Why” and “How-to” of a specific hazard response including responsibilities-- Flip charts! One-page info sheets with SPECIFIC actions determined and detailed (for example, LOCKDOWN procedures include windows to hallway covered or uncovered) (See: District Website for full detail). The list below is not an exhaustive list, and each jurisdiction will determine applicable threats and hazards:

5. School Safety and Security, School Resource Officer/School Safety Staff program, RCW 28A.320.124

- a. Current Program Policy in Place, **RCW 28A.320.124 (2)(b)** and included in EOP
- b. Current Training in mandated 13 Topics, **RCW 28A.320.124 (2) (e)**
- c. Annual review of MOU/MOA, **RCW 28A.320.124 (2)**
- d. Include relevant stakeholders in the annual review process, **RCW 28A.320.124 (2)**
- e. Anonymous Reporting/Tip Line/Website Link
- f. Access Control
- g. Visitor Management System
- h. Arrival and Dismissal
- i. Searches
 - i. **RCW 28A.600.220** School locker searches—No expectation of privacy.
 - ii. **RCW 28A.600.230** School locker searches—Authorization—Limitations
 - iii. **RCW 28A.600.240** School locker searched—Notice and reasonable suspicions requirements.
- j. Prohibited Items, **RCW 28A.600.420**—Firearms on school premises, transportation, or facilities—Penalty—Exemptions.
 - i. **RCW 28A.320.130** Weapons incidents—Reporting.
 - ii. **RCW 9.41.280** Possessing dangerous weapons on school facilities—Penalty—Exceptions.
 - iii. **RCW 9.91.160** Personal protection spray devices
 - iv. **RCW 9.61.160** Threats to bomb or injure property—Penalty.
- k. CPTED (Crime Prevention Through Environmental Design)
 - i. Natural Surveillance
 - ii. Natural Access Control
 - iii. Territoriality Reinforcement
 - iv. Management and Maintenance
 - v. Policies, procedures and best practices for external partners and student interaction, for example, CPS/DCYF/LE/Juvenile court
 - vi. Juvenile Sex Offenders in Schools

1. Registration of sex offenders and kidnapping offenders, **RCW 9A.44.130**
 2. Notification of discharge, parole, leave, release, transfer or escape—To whom given and School attendance, **RCW 13.40.215**
- vii. Tobacco, Alcohol, Drugs
 1. Prohibition on use of tobacco products on school property, **RCW 28A.210.310**
 2. Violations and additional penalty, **RCW 69.50.435**
 3. Marijuana, **RCW 69.50.445**
6. **Recognition and Response to Emotional or Behavioral Distress, RCW 28A.320.127 and RCW 28A.320.127(1)**
7. **Continuity of Operations Plan, per WAC 180-16-212, to include: (See: District website for the complete COOP)**
 - a. Emergency delegation of Authority and an orderly line of succession (**See: District Website**)
 - b. Academic
 - c. Business/Fiscal Operations
 - d. Physical Sites
 - e. Facility Restoration
 - f. Volunteer/Donation Management
 - g. Emergency Supplies:
 1. In Classroom, during an emergency
 2. During reunification, offsite
 - h. 7.8 Retrieval of student belongings



8. **Prohibition of HIB + Hazing, RCW 28A.600.477 and WAC 392-405-020**
 - a. Compliance Officer, **RCW 28A.600.477 (1)(c); (BP 3207)**
 - b. Compliance Officer, annual training, required **RCW 28A.600.477 (1)(c) (BP 3207P)**
 - c. Compliance Officer, collection of required investigation reports, **RCW 28A.600.477 (1)(c) (BP 3207P)**
 - d. Annual Update of Information to OSPI on HIB Program and implementation, **RCW 28A.600.477 (1)(c)**, and included as a component of emergency operations plan.
 - e. **RCW 9.61.260** Cyberstalking **(BP 3207 & 3207P)**
 - f. **RCW 9A.46** Harassment **(BP 3207 & 3205)**
 - g. **RCW 9A.36.078** Hate crime offenses **(BP 3207 & 3207P)**
 - h. **RCW 28A.600.480** Reporting of harassment, intimidation, or bullying—Retaliation prohibited—Immunity. **(BP 3205P & 3207P)**
 - i. **RCW 288.10.900**, “Hazing,” defined
9. **School Based Threat Assessment Program, RCW 28A.320.123 (BP 3225 & 3225P)**
 - a. Definitions. (including threat) **RCW 9A.04.110**
 - b. Notice and disclosure policies—Threats of violence—Student conduct—Immunity for good faith notice—Penalty. **RCW 28A.320.128**
 - c. Notification to designated recipient of adjudication or conviction—Information exempt from disclosure, **RCW 13.04.155**
10. **Public Health, Medical and Mental Health (BP 3414 & 3414P; 3410, 3418)**
 - a. Outbreaks

- b. Information Sharing
- c. Medical Staff Roles and Training
- d. Resource Management (Community Partners listed and what resources provided)

11. Gang activity in Schools (BP 3240 & 3241P)

- a. Suspension or expulsion, **RCW 28A.600.455**
- b. Criminal gang intimidation, **RCW 9A.46.120**
- c. Definitions **RCW 9.94A.030** (criminal street gangs, gang membership, gang related offenses)
- d. Intervention

12. Recovery: Promote Coping and Support Resiliency (bp 3112)

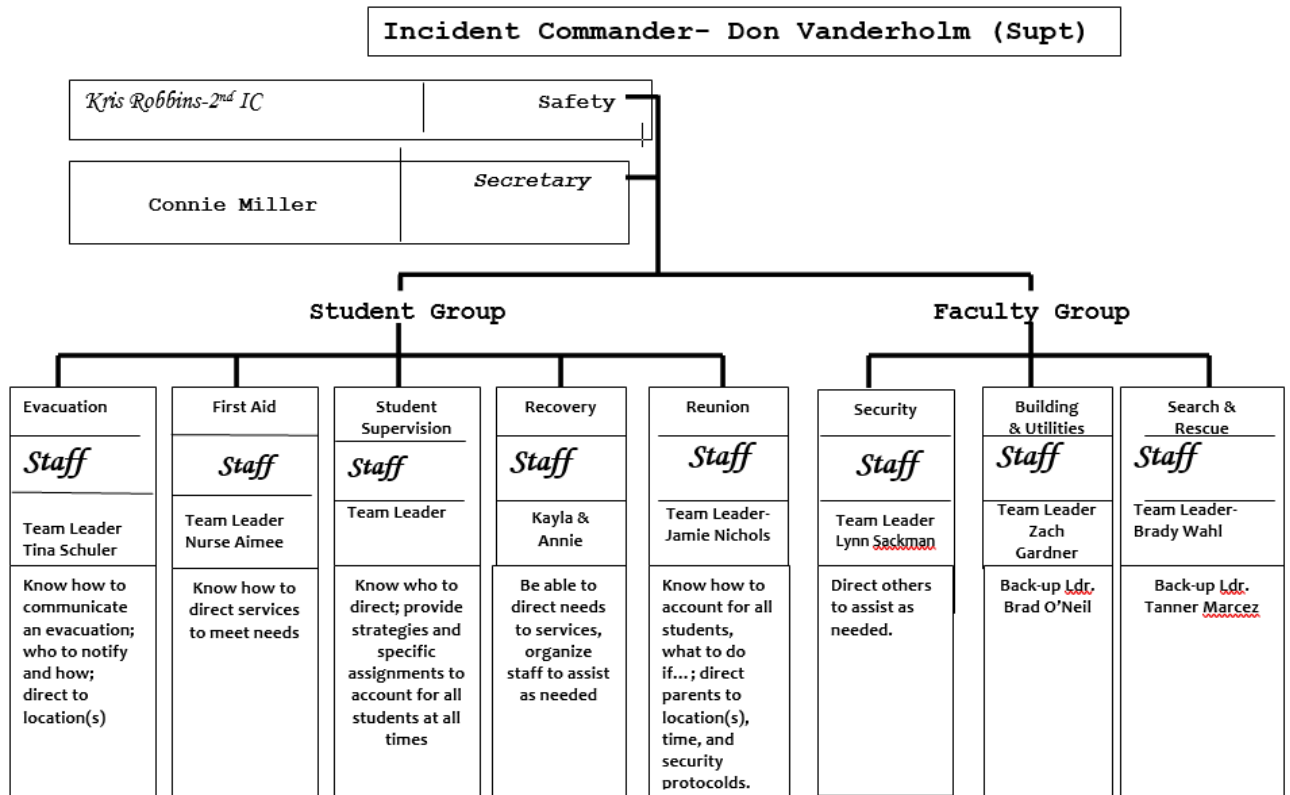
- a. Psychological/Emotional
- b. Memorials
- c. Counseling

13. Consider planning for any of the following that may be applicable to your location to include, (BP 3432 & 3432P) {See IMT chart below}

- a. **Naturally occurring events/hazards:**
 - 1. Wildfire, **Earthquakes**, Severe Wind, Winter Storms, Flood/Flash Flood
- b. **Technological Hazards:**
 - 1. HAZMAT, Railroads, Power/Water Failure, Fire
- c. **Biologic Hazards:**
 - 1. Infectious Disease, Contaminated food outbreaks, toxic materials present in school
- d. **Adversarial/Incidental/Human caused events:**
 - 1. Fire, Active Intruders, Criminal Threats or Actions, Bomb Threats, Suicide, HIB, Trafficking, Mental Health Crisis, Cyber Attacks, Domestic Violence, Terrorism, Gang Violence

Incident Management Team Members

2022-2023 (October 2022)



RADIO CHANNEL 2

SCOPE AND FUNCTIONS for ALL Situational Awareness Needs: see the following document

EMERGENCY PROCEDURES HANDBOOK

LIND-RITZVILLE COOPERATIVE SCHOOLS

1 BUILDING CONTACTS & CRISIS MANAGEMENT

2 BOMB THREAT

3 BUILDING EVACUATION: FIRE, GAS ODOR, ETC.

4 CHILD ABUSE AND NEGLECT

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BUILDING CONTACTS

LIND SCHOOL DISTRICT OFFICE

**PO BOX 340 - 507 N. "E" ST. - LIND, WA. 99341
(509)677-3499**

DON VANDERHOLM, SUPERINTENDENT

RITZVILLE SCHOOL DISTRICT OFFICE

**209 E. WELLSANDT AVE. - RITZVILLE, WA. 99169
(509)659-1660**

DON VANDERHOLM, SUPERINTENDENT

LIND ELEMENTARY

**PO BOX 340- 206 W. 3RD - LIND, WA. 99341
(509)677-3481**

SARAH DINKINS, PRINCIPAL

RITZVILLE GRADE SCHOOL

**401 E. 6TH - RITZVILLE, WA. 99169
(509)659-0232**

CINDY DESKA, PRINCIPAL

LIND-RITZVILLE MIDDLE SCHOOL

**PO BOX 340 - 507 N. "E" ST. - LIND, WA. 99341
(509)677-3408**

DON WALKER, PRINCIPAL

LIND-RITZVILLE HIGH SCHOOL

**209 E. WELLSANDT AVE. - RITZVILLE, WA. 99169
(509)659-1720**

KEVIN TERRIS, PRINCIPAL

TRANSPORTATION CO-OP

**(509)659-0820
LYNN SACKMAN, SUPERVISOR**

CRISIS MANAGEMENT TEAM

Immediate safety of the students is the priority. The Superintendent or building principal or designee contacts emergency services as quickly as possible. The Superintendent then assembles the crisis management team which consists of, but is not limited to:

- Superintendent
- Building Principals
- Athletic Director
- Technology Director
- Facility Manager
- Safety Officer
- Transportation Director
- School Resource Officer
- Counselor/Psychologist
- School Nurse

**IN AN EMERGENCY
DIAL 911**

**<You do not have to dial 8 to get an outside line
before dialing 911.>**

BOMB THREAT



SAFETY PROTOCOL: BOMB THREAT

A written, electronic or telephoned threat to place or explode a bomb on school property.

ACTIONS

The bomb threat protocol demands that students and staff prepare to evacuate and move in an orderly fashion. The principal must evaluate the seriousness of bomb threats and after considering input from all sources, act to ensure the safety and best interest of students and staff. When in doubt, safety first! Err on the conservative side and seek the advice of law enforcement. An evacuation may be initiated, but dependent on location threatened, shelter may also be applicable.

RECEIVING A BOMB THREAT

Use your "Bomb Threat Response Sheet" (see attachment).

Upon receipt of a bomb threat, the person receiving the call will make every attempt to:

- Prolong the conversation as much as possible.

- Identify background noises.

- Note distinguishing voice characteristics.

- Interrogate the caller as to description of the bomb; where it is, and when it is due to explode.

- Determine the caller's knowledge of the facility.

- DON'T HANG UP THE PHONE!** (Use another phone to call 911).

The person receiving the call will immediately have a co-worker call 911 and the school's main office. Make a plan how you will alert your co-worker.

ASSESSING A BOMB THREAT

LEVEL ONE: Inconclusive Information

Due to the nature of the call and limited or inconclusive information, a level one status may consist of a team search (3-5 persons) **without** the removal of students from classes or school premises.

LEVEL TWO: Bomb MAY exist

Substantial information that leads one to believe a bomb may exist. This does not include the presence of a suspicious device or package.

LEVEL THREE: Suspicious package found

A suspicious package has been found. The bomb can be almost anything, ranging from the most overt bundle of dynamite and clock, to cleverly concealed or perfectly ordinary objects; a briefcase, tool boxes, and pieces of pipe have been used.

BOMB THREAT

RESPONDING TO BOMB THREAT

LEVEL ONE: Notify law enforcement. The decision on how to respond rests with the school administrator/designated person. Consider assigning admin/staff to do an exterior building sweep looking for suspicious objects. Consider using school staff to check their workspace for suspicious objects. Consider building evacuation using your evacuation protocol.

LEVEL TWO: Notify law enforcement. The decision on how to respond, and if an evacuation should take place, rests with the school administrator/designated person. Consider building evacuation using your evacuation protocol.

If evacuating, assign admin/staff to do an exterior building sweep looking for suspicious objects.

Staff and students should take personal belongings with them (purses, backpacks, coats, car keys, etc.) as access to building may be denied up to 24 hours.

Direct evacuation route away from known or suspected hazards.

While evacuating do not stand in front of windows or other potentially hazardous areas.

LEVEL THREE: Notify law enforcement. Law enforcement MAY DIRECT you to do an evacuation. If evacuation is not directed by law enforcement, consider a building evacuation using your evacuation protocol.

If evacuating, assign admin/staff to do an exterior building sweep looking for suspicious objects.

Staff and students should take personal belongings with them (purses, backpacks, coats, car keys, etc.) as access to building may be denied up to 24 hours.

Direct evacuation route away from suspected device(s) or other known hazards.

While evacuating do not stand in front of windows or other potentially hazardous areas.

BOMB THREAT ON BUS

If a bomb threat is received that a bomb is on a bus, the bus driver will be contacted. The driver should park the bus at the first available safe location and evacuate the bus. Students should be evacuated to at least 500 feet away and not in line of sight to the bus, if possible.

Driver should notify transportation department of final location of bus and students, after evacuation. Notify law enforcement.

Preparation

Identify potential evacuation sites in the event of a bomb threat evacuation. The classroom teacher is usually responsible for initiating an evacuation. In a police-led evacuation, students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

Drills

Evacuation drills should be performed a **minimum of once a year (plus a minimum two times a year for evacuation for fire drills)**. Fire drills constitute a valid evacuation drill. (Note: fire codes often mandate more frequent fire drills.) Record incident drill in our student information system.

BUILDING EVACUATION: FOR FIRE, GAS ODOR, ETC.

SAFETY PROTOCOL: EVACUATION

EVACUATE when there is a need to move students purposefully from one location to another.

Responsibility

The classroom teacher is usually responsible for implementing an evacuation. In a police led evacuation, students and staff may be asked to put their hands on their heads while evacuating. Other directions may be given during an evacuation and student volunteers, and staff should be prepared to follow specific instructions given by staff or first responders.

Evacuation Location/Off-site Evacuation Location

The designated evacuation location: _____.

If need to evacuate campus, the designated off-site evacuation location: _____.

Teachers are instructed to take roll after arrival at the off-site evacuation location.



Drills

Evacuation drills should be performed a minimum of three times a year (two of which are fire evacuation drills.) Fire drills constitute a valid evacuation drill. (Note: Fire codes often mandate more frequent fire drills.) Record incident drill in our student information system and report drill to OSPI. It is important to prepare for an off-site evacuation with an evacuation drill.

Red Card/Green Card/Med Card

After taking roll, the Red/Green/Med Card system is employed for administration and/or first responders to quickly, visually identify the status of teachers' classrooms.

- **Green Card (OK)** - All students accounted for, no immediate help is necessary.
- **Red Card (HELP)** - Extra or missing students, or vital information must be exchanged.
- **Red and White Cross (MEDICAL HELP)** - Immediate medical attention is needed.



Contingencies

Students should be trained that if they are separated from their class during an evacuation, they should join the evacuation line of another class. They should be instructed to identify themselves to the teacher in their group after arriving at the evacuation site. Special needs evacuation plans must be developed and drilled, including medication and pharmaceutical evacuation and chain of trust. Weather conditions should also be considered when determining the need for evacuation.

Itinerant Staff

If you hear of an evacuation at one of your buildings, do not go to that school until the "All clear" has been shared. If you arrive at a school and discover it is being evacuated, stay clear. Return to your home base or to one of your other schools.

Transportation

Transportation will be dealt with situationally. The transportation director will communicate with bus drivers when to stay clear and re-route, and when to re-route to support a situation. Communication will come directly from the transportation director.

BUILDING EVACUATION: FOR FIRE, GAS ODOR, ETC.

EVACUATION

CLASSROOM/STAFF Procedures & Preparation

Staff and students should receive annual training in evacuation procedures.
 Conduct evacuation drills at **least once annually (plus a minimum of two times a year for fire evacuation drills)**
 Prepare school maps (for distribution to responders) and distribute red/green/medical cards to teachers.
 Inventory classroom emergency equipment, prepare to leave the school campus and reunite off site.
 Carry your keys, fob & badge at all times.
 Maintain printed copy of current class list and note any student absences. Keep the list in a safe, easily accessible place.



EVACUATION

CLASSROOM/STAFF Response

Contact main office to report any potential or immediate danger.
 Administrator or other authorized person makes decision to evacuate school.
 Respond to evacuation alert:
 "Evacuate to _____, evacuate to _____"
At the sound of the fire alarm before evacuating stop, look, and listen. Evacuate with caution using the safest route possible to designated site.
 Teachers and staff with students begin to **evacuate** building in an orderly manner.
 Sweep halls and non-classroom areas of students into your evacuating group.
 Support fellow teachers and students exiting the school building.
 Monitor radio and main phone line (do not use radios in the event of a bomb threat).
Assess situation
Care for the students in your supervision
 Inventory any injuries or other problems (panic, medical emergencies, intruders, etc.).
 Provide first aid. Calm and reassure upset students.
 Use supplies in your emergency kit as needed or necessary.
 Take a complete written roll of all students in your classroom.
 Display green "OK" if you and your students are all safe and accounted for.
 Display red "HELP" card if you have an extra student or two or if someone in your care needs help.
 Display the red & white "MEDICAL" card if someone in your care needs medical help.
Wait for "All clear" signal or communications from command post or responders.
 Security or law enforcement determines nature & seriousness of threat (distribute maps).
Respond to the threat as needed.
Communicate evacuation location(s) to district staff and law enforcement.
Communicate known threats to office.

EVACUATION

CLASSROOM/STAFF Off-Site Evacuation Location

Support students & verify that all students are accounted for.
Load buses or enter offsite evacuation location and shelter in place / lockdown.
Assess the need for first aid or emergency care for staff or students.
Notify district office when evacuation is complete.
Document and report: Prepare a report that documents the events, response, and results of the evacuation. Include problems that need to be addressed. Revise emergency procedures as necessary.
Reflect with administration to learn and make adjustments as needed.

BUILDING EVACUATION: FOR FIRE, GAS ODOR, ETC.

Building evacuations are used to get students and staff out of the building by a route designed to avoid contact with a potential threat, such as a suspicious package, fire, or other hazards.

At the sound of the fire alarm (loud chirping sound) before evacuating stop, look, and listen. Evacuate with caution using the safest route possible to designated site.

The teacher will:

- Take the class roster and red/green cards.
- Close doors.
- Turn off lights.
- Leave building immediately in a calm, orderly manner.
- Take students to the designated evacuation area.
- If alarm is during unstructured time (i.e. lunch, Scottie Break, assembly), report to designated evacuation area and stay with students.
- If alarm is when students are with specialists, the specialist teacher will escort students to the designated evacuation area where the regular classroom teacher will meet them.
- Take roll to account for all the students.
- If you have all your students, hold up the green card.
- If you are missing students, hold up the red card.
- If you have student from another class, hold up the red card.
- Stay with students until further instructions are given.

Administrative and office staff will check their areas of responsibility to make sure that no persons remain in the building.

Gas company contact info: **Avista - 1(800)227-9187**

CHILD ABUSE AND NEGLECT

Staff is expected to report every instance of suspected child abuse or neglect within 24 hours. Since protection of children is the paramount concern, staff should discuss any suspected evidence with the principal, counselor or school nurse regardless of whether the condition is listed among the indicators of abuse or neglect as listed in the Lind-Ritzville Cooperative School District Board Policy #3421.

Sexual Assault (child assaulted on or near school property)

- Accompany victim to safe place at school and remain with him/her.
- Protect evidence of sexual assault.
- Staff is to notify principal, counselor, or nurse **immediately**.
- Administration will notify appropriate agencies.

Sexual Abuse (suspicion of past sexual incidents)

- Notify principal, counselor, or nurse **immediately**.
- Counselor will notify appropriate administration/agencies.
- Child Protective Services will notify the family.

Suspected Physical Abuse or Neglect

- Notify principal, counselor, or nurse **immediately**.
- Counselor will notify appropriate administration/agencies.
- Child Protective Services will notify the family.

Staff is reminded of their legal obligation to report suspected child abuse and neglect within 24 hours. Staff is also reminded of their immunity from potential liability for doing so.

LOCKDOWN PROCEDURE

SIGNAL: Announcement over PA system.

<Blue flashing LED lights on exterior of building that initiated district lockdown.>

VERBAL INSTRUCTIONS WILL BE GIVEN BEFORE STUDENTS ARE RELEASED TO NORMAL ACTIVITIES

SAFETY PROTOCOL: LOCKDOWN

A **LOCKDOWN** is initiated to isolate students and staff from immediate dangers that may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity. Lockdown uses classroom security to protect students and staff from threat.

Examples of Lockdown Conditions:

Intruder
Angry or violent adult or student
Active assailant



Responsibility

The classroom teacher is responsible for implementing lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight. The teacher needs to continually reassess the situation and take necessary action.

Drills

Lockdown drills should be **performed a minimum of 3 times a year**. If possible, one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once a year. Record and report to ESD101, Comprehensive School Safety Specialist.

Contingencies

Students and staff who are outside of classrooms during a lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom. In this situation, students and staff, must be trained to hide or flee from the building. If, during a lockdown, an additional hazard manifests inside the school (e.g., fire, flood, hazmat) then situational decisions must be made. Evacuation to a non-usual location may be required. Special needs evacuation plans must be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

Itinerant Staff

If you hear of a lockdown at one of your buildings do not go to that school until the "All clear" has been shared. If you arrive at a school and discover it is in a lockdown stay clear. Return to your home base or to one of your other schools.

Transportation

Transportation will be dealt with situationally. The transportation director will communicate with bus drivers when to stay clear and re-route, and when to re-route to support a situation. Communication will come directly from the transportation director.

LOCKDOWN PROCEDURE

SIGNAL: Announcement over the PA system.

<Blue flashing LED lights on exterior of building that initiated district lockdown.>

VERBAL INSTRUCTIONS WILL BE GIVEN BEFORE STUDENTS ARE RELEASED TO NORMAL ACTIVITIES



LOCKDOWN

CLASSROOM/STAFF Procedures & Preparation

Review lockdown procedures at least three times annually (quarter/semester/trimester) with your students; post lockdown instructions in classroom.
Inventory classroom emergency equipment and advise administration of needed equipment or supplies.
Prepare window blackout materials (for windows without blinds).
Check that you have green, red and medical cards in your emergency kit. (only to be used if vacating building)
Carry your keys, fob & badge at all times.

LOCKDOWN

CLASSROOM/STAFF Response

Contact the main office to report any perceived danger.
Administrators, law enforcement OR YOU will make the decision to lockdown the school from your classroom phone.
If you initiate the lockdown - immediately after putting the school in lockdown, you are responsible for calling 911 to report the issue.

Respond to lockdown alert:

Teachers with students in outdoor areas **evacuate to planned secondary site.**
Sweep any students in the hallway into your room.
Close and Lock all doors (lock exterior doors near your room).
<**Close windows and blinds, cover exposed windows** (secondary students can assist).>
Lights off.

Instruct students to stay calm, stay quiet, stay low, and stay out of sight.
Silence cell phones.
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 by CALLING 911.

Assess situation:

Inventory any injuries or other problems (panic, medical emergencies, intruders).
Take roll of all students in your supervision.
If security or law enforcement need in the room, they will have keys or will force entry.
Take a complete written roll of all students in your classroom.
Care for the students in your supervision.
Provide first aid. Calm and reassure upset students.
Use supplies in your emergency kit as needed or necessary.
Wait for "All clear" from admin or law enforcement.

"The Lockdown is over, the lockdown is over, please resume your normal daily activities, the lockdown is over, the lockdown is over."

Do not open doors or look out windows until "All clear" is communicated (responders will have keys).

LOCKDOWN

CLASSROOM/STAFF 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.
Allow students time for physical activity and/or verbal stress release.
Allow traumatized students to contact parents if desired.
Communicate only confirmed information to students (expect an email from administrators).
Provide feedback to administration to improve, participate in debriefings.

LOCKDOWN

CLASSROOM/STAFF Site-Specific Details

Site specific code word used to release lockdown _____

SECURE+TEACH PROCEDURE

SIGNAL: OFFICE PERSONNEL ANNOUNCEMENT

VERBAL INSTRUCTIONS WILL BE GIVEN BEFORE STUDENTS ARE RELEASED TO NORMAL ACTIVITIES

SAFETY PROTOCOL: SECURE & TEACH

SECURE and TEACH is initiated when there is a threat or hazard outside of the school building. Secure and Teach uses the security of the physical facility to act as protection. IF OUTSIDE, GET INSIDE.

Examples of Lockout Conditions:

Dangerous animal on school grounds
Criminal activity in or around the surrounding area
Civil disobedience



Responsibility

Depending on the school, administrative staff or teachers may be required to lock the doors or windows and use blinds or other window coverings to block visual access by an intruder. Staff members assigned "Primary Responsibility" for a "Lockout Zone" should be identified in advance and should actively drill the protocol. These may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Lockout Duty." A person should also be assigned with "Secondary Responsibility" for lockout duty in the event the person with primary responsibility is absent or unable to perform the protocol. Classroom teachers or instructors are required to take roll and determine if attendance has changed since the start of class. If there are extra or missing students, the teacher should notify the front office. The front office staff should field information from the classrooms regarding missing or extra students in the classroom.

Drills

Lockout drills should be **performed a minimum of once a year**. At least one of these drills should be performed while outdoor activities are in progress. Record incident drill in our student information system.

Contingencies

There may be physical attributes to the campus that mandate special handling of a lockout. An example would be a campus where modular buildings are present. It may be best for students in modular buildings to evacuate to the main building rather than going to lockout in the modular building. If during a lockout, a hazard manifests inside the school, (e.g., fire, flood, hazmat), then situational decisions must be made. It may be necessary to evacuate to a different location than would typically be indicated, according to circumstances. Special needs evacuation plans must be developed and drilled, including medication and pharmaceutical evacuation and chain of trust.

Itinerant Staff

If you hear of a lockout at one of your buildings, do not go to that school until the "All clear" has been shared. If you arrive at a school and discover it is in a lockout, stay clear. Return to your home base or to one of your other schools.

Transportation

Transportation will be dealt with situationally. The transportation supervisor will communicate with bus drivers when to stay clear and re-route, and when to re-route to support a situation. Communication will come directly from the transportation supervisor or designee.

SECURE+TEACH PROCEDURE

SIGNAL: OFFICE PERSONNEL ANNOUNCEMENT

VERBAL INSTRUCTIONS WILL BE GIVEN BEFORE STUDENTS ARE RELEASED TO NORMAL ACTIVITIES

SECURE + TEACH

CLASSROOM/STAFF Procedures & Preparation

Review SECURE + TEACH procedures at least quarterly/trimester with your students; post lockout instructions in room.
Inventory classroom emergency equipment.
Make sure classroom doors remain locked at all times & "door block" or "magnet" is available to quickly secure rooms in the event of transition to LOCKDOWN.
Prepare a plan for students who may have a medical need such as insulin, inhaler, etc.
Carry your keys, fob & badge at all times.



SECURE + TEACH

CLASSROOM/STAFF Response

Contact the main office to report a perceived danger.
Administrators or other authorized person will make the decision to SECURE + TEACH.
Respond to SECURE + TEACH alert:
 "Secure the perimeter, Secure the perimeter. Check perimeter windows and doors. IF OUTSIDE, GET INSIDE."
 Return to building from any outside areas.
 Direct all students in hallways to return to their assigned room.
 Lock all exterior doors (lock exterior doors near your classroom or office).
 Close windows and blinds.
 Follow instructions from main office regarding protocols & allowable activities.
 Reassure students by keeping calm and continuing allowed activities.
 SUPERVISE student movements between rooms, limit all other hall traffic.
 Do not open exterior doors for any reason until an "All clear" is received.
 Communicate known threats to office.

Assess situation:
 Inventory problems (panic, medical emergencies, intruders).
 Report any problems or needs to the main office.

Care for the students in your supervision:
 Calm and reassure upset students.
 Use emergency supplies as needed or necessary.
 Follow plan for students who may have a medical need such as insulin, inhaler, etc.

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.

SECURE + TEACH

CLASSROOM/STAFF 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 email from administrators).
Participate in debriefing sessions. Provide feedback to help administration improve response.
Restock emergency supplies as needed.

SECURE + TEACH

CLASSROOM/STAFF Site-Specific Details

SECURE+TEACH PROCEDURE

SIGNAL: OFFICE PERSONNEL ANNOUNCEMENT

VERBAL INSTRUCTIONS WILL BE GIVEN BEFORE STUDENTS ARE RELEASED TO NORMAL ACTIVITIES

SECURE AND TEACH:

IF STUDENTS ARE IN THEIR CLASSROOMS:

- Teachers will remain with students in the classrooms.
- Exterior doors and windows will remain shut and locked. VERIFY.
- Classroom instruction will continue as usual.
- Teachers will take roll and notify the office of additional or missing students.



AFTER HOURS/EXTRA-CURRICULAR ACTIVITIES:

- Students are to go to the nearest building or gym.

NEVER ASSUME THE EMERGENCY IS OVER!

- Further instruction will be given whether or not normal classroom instruction should continue. The exterior doors and windows will remain locked.
- Be sure to communicate with other buildings IF SECURE and TEACH is changed to LOCKDOWN or when complete.
- The principal or designated person will give the all clear over the PA system.

SHELTER

SIGNAL: OFFICE PERSONNEL ANNOUNCEMENT

VERBAL INSTRUCTIONS WILL BE GIVEN BEFORE STUDENTS ARE RELEASED TO NORMAL ACTIVITIES

SAFETY PROTOCOL: SHELTER (method will follow)

SHELTER/SHELTER-IN-PLACE is initiated to protect students, volunteers, and staff from external environmental hazards which may be chemical, radiological, biological or nature/weather related. A "shelter-in-place" may also be initiated for severe weather events occurring during school hours. To "shelter-in-place" means to take immediate shelter where you are and isolate your inside environment from the outside environment.



Hazards may include:

Severe weather, such as high winds or blizzards conditions.
Hazardous Materials release.
Unhealthy Air Quality.
Earthquake.
Tornado.

Safety strategies may include:

Evacuate to shelter area.
Seal the room.
Drop, cover and hold on.

Responsibility

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

Preparation

Identification and marking of facility shelter areas.

Drills

Shelter safety strategies **should be drilled a minimum once a year**. Record incident drill in your student information system.

Itinerant Staff

If you hear of a shelter-in-place at one of your buildings, do not go to your school. If you arrive at a school and discover it is in a shelter-in-place, call the office and learn the level of threat and make decision to stay or return to home base.

Transportation

Transportation will be dealt with situationally. The transportation supervisor will communicate with bus drivers when to stay clear and re-route, and when to re-route to support a situation. Communication will come directly from the transportation supervisor or designee.

SHELTER IN PLACE

SIGNAL: OFFICE PERSONNEL ANNOUNCEMENT

VERBAL INSTRUCTIONS WILL BE GIVEN BEFORE STUDENTS ARE RELEASED TO NORMAL ACTIVITIES

SHELTER IN PLACE

CLASSROOM/STAFF Procedures & Preparation

Review "shelter-in-place" procedures **at least annually** with your students; post sheltering guidelines. Explain to students the reasons for "shelter-in-place" – answer questions and reassure students. Inventory classroom emergency equipment, including plastic and tape to seal rooms. Pre-cut plastic for windows. Advise administration of needed equipment or supplies. Assess your classrooms or office to determine which spaces are appropriate for sheltering use. Carry your keys, fob & badge at all times.

SHELTER IN PLACE

CLASSROOM/STAFF Response

Respond to alert:

"Shelter in place, shelter in place. This is not a drill."

- Move** to your assigned shelter location with your students.
- Sweep** any students in the hallway into your shelter room.
- Ensure** all exterior doors near your room are locked.
- Close windows. Seal windows with tape and plastic if directed to do so.
- Turn off** any classroom heating or ventilation; cover air vents with plastic.
- 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).
- Communicate problems to main office.
- Take a complete written roll of all students in your classroom.

Care for the students in your supervision

- Provide first aid if needed. Calm and reassure upset students.
- Use supplies in your emergency kit as needed or necessary.
- Allow students, within reason, to use cell phones to contact parents (will reduce anxiety).
- Try to keep students occupied to reduce anxiety.

Wait for instructions

- 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.



SHELTER IN PLACE

SIGNAL: OFFICE PERSONNEL ANNOUNCEMENT

VERBAL INSTRUCTIONS WILL BE GIVEN BEFORE STUDENTS ARE RELEASED TO NORMAL ACTIVITIES

SHELTER IN PLACE/SHELTER (with method specified)

IF STUDENTS ARE IN THEIR CLASSROOMS:

- Teachers will remain with students in the classrooms. NO ONE EXITS CLASSROOM.
- Doors will remain shut and locked.
- All curtains and shades will remain closed.
- Classroom instruction will continue as usual.
- Teachers will take roll and notify the office of additional or missing students.

AFTER HOURS/EXTRA-CURRICULAR ACTIVITIES:

- Students are to go to the nearest building or gym.

NEVER ASSUME THE EMERGENCY IS OVER!

Further instruction will be given whether or not normal classroom instruction can continue. The doors will remain locked and the shades pulled.

Be sure to communicate with other buildings when Shelter in Place is complete.

The principal or designated person will give the all clear over the PA system.

MISSING, KIDNAPPED, OR RUNAWAY STUDENT

STRANGER ALERT

If students, staff, or parents/guardians express concern about a stranger loitering on or near school property or following students between home and school, call 911. Notify a description of the person to all school principals, secretaries, and district office.

STUDENT IS MISSING:

- If a student that has been present during school hours and is deemed missing, contact the main office.
- If the student returns to class, the teacher will notify the main office immediately.

STUDENT IS KIDNAPPED:

- Report kidnapping, or attempted kidnapping, to the office immediately.
- Note the person's appearance and any other information about him/her (voice, clothing, vehicle type, license plate number, etc.) that might be helpful to police.
- Remain calm.

Treat custody dispute problems as a possible kidnapping.

NATURAL DISASTER -

EARTHQUAKE



EARTHQUAKE

ADMIN Procedures & Preparation

Provide annual training to staff and students in earthquake procedures.
 Conduct an **earthquake drill at least once annually**. (Mandated under RCW.28A.320.125.)
 Provide first aid training to teachers and staff.
 Prepare school emergency kits.
 Design main evacuation route that avoids as many potential hazards as possible.
 Identify alternate routes to your main route, in the event the main route is blocked.
 Oversee identification and mitigation of nonstructural hazards.
 Establish a student release policy and determine how this policy will be communicated to parents.
 Familiarize yourself with district arrangements for immediate damage assessment after a damaging earthquake.
 Take an inventory of staff for skills that may be useful in earthquake planning and response – amateur (ham) radio operators, bi-lingual, medically trained, etc.
 Evaluate administrative records security with the district and determine if there are backup records and if so where they are kept.
 Discuss family needs and special responsibilities with all teachers and staff. Develop a staff release plan which accommodates these outside needs and responsibilities.
 Discuss with the transportation office what the policy, plans and procedures are if an earthquake occurs while the students are en-route to or from school.
 Develop policies and procedures for your special needs students, especially when deciding on evacuation routes.

EARTHQUAKE

ADMIN Response

Drop, Cover and Hold On 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 by interior weight bearing wall.
Stay away from windows, light fixtures and suspended objects.
 Do not seek shelter in a hallway with glass windows/doors at both ends.
 If outside, **move away from buildings** or overhead objects and Drop, Cover, and Hold until the shaking stops.
Be prepared for aftershocks; Drop, Cover, and Hold until the shaking stops.
Assess & make evacuation announcement if needed.

EARTHQUAKE

ADMIN Recovery

Decide on need to evacuate.
 An evacuation outdoors should be ordered if the structural integrity of the building is in doubt or if natural gas lines present a hazard. Assess before moving anyone.
 Non-structural damage would does not necessarily require an evacuation.
Account for all students and visitors.
Implement the Incident Command System (ICS).
Communicate to the district the overall situation, based on the district communication plan.
Be prepared for aftershocks; Drop, Cover, and Hold On until the shaking stops.

NATURAL DISASTER -

EARTHQUAKE

EARTHQUAKE	CLASSROOM/STAFF Procedures & Preparation
	Maintain printed copy of current class list and note any student absences. Keep the list in a safe, easily accessible place Prepare a classroom emergency kit. Keep the classroom emergency backpack up to date, watch supply expiration dates. Keep the backpack 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 On, 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. Carry your keys, fob & badge at all times.
EARTHQUAKE	CLASSROOM/STAFF Response
	Drop, Cover and Hold On 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 by interior weight bearing wall. Stay away from windows, light fixtures and suspended objects. Do not seek shelter in a hallway with glass windows/doors at both ends. 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.
EARTHQUAKE	CLASSROOM/STAFF Recovery
	Decide on need to evacuate. An evacuation outdoors should be ordered if the structural integrity of the building is in doubt , or if natural gas lines presents a hazard. Assess before moving any students or staff. Non-structural damage would not necessarily require an evacuation. Account for all students and visitors. Communicate any injuries, damage and missing students to the front office. Resume normal operations as soon as possible. Allow students time for physical activity and/or verbal stress release. Communicate only confirmed information to students (expect an email from administrators). Be Prepared for aftershocks; Drop, Cover, and Hold On until the shaking stops.



SUICIDE THREAT OR ATTEMPT

Any note, verbalization, or gesturing by a person indicating this person may be contemplating taking his or her own life should be taken seriously. Contact the building principal and counselor immediately.

- If a suicide attempt is made **call 911** and leave the phone off of the hook. The system will automatically notify the office and Administrative personnel that you need assistance. Remove students from the room or area. The office will send help for the teacher. First aid certified staff will be sent to your location.
- If a weapon of any type is involved, a lockdown signal will be issued.
- Diffuse any attempt of a suicide by getting them to hand over pills, razors, weapons, etc.
- Remain calm and reassure students that everything possible is being done to return the situation to normal.
- Do not leave the student alone until a competent mental health professional, principal, counselor, or a police officer has arrived.
- Rejoin your students.

WEAPON, ACTIVE ASSAILANT, INTRUDER

- Dial 911.
- Leave phone off the hook after calling office and/or 911 so the dispatcher can hear what is going on.
- Notify the office immediately.
- The office will initiate a Lockdown or Secure and Teach.
- Refer to Lockdown and/or Secure and Teach Procedure.
- Run, Hide, Fight. Or Lockdown, Evacuate, Defend

SEVERE ALLERGIC REACTIONS.

EACH CHILD DIAGNOSED WITH A SEVERE ALLERGY HAS AN EMERGENCY CARE PLAN

SEVERE ALLERGIES/ANAPHYLAXIS

Definition: Anaphylaxis is an allergic reaction that may be triggered by asthma, an insect bite/sting, drug allergy, or food allergy. The following procedure should be followed by a school nurse or trained first aid provider. Severe allergic reactions in children are usually due to an insect sting (bees, wasps, hornets) or may be caused by drugs or foods.

SYMPTOMS:

MILD	Rash Itching Hives
MODERATE	Breathing difficulty Wheezing
SEVERE	Severe breathing difficulty Vascular collapse (shock) Throat swelling Cardiac arrest

FOLLOW THESE PROCEDURES:

IF YOU SEE THIS	DO THIS
Student must be supervised by an adult at all times	
MILD	Call for assistance - do not allow student to walk to the office Administer medications as per Emergency Care Plan
MODERATE TO SEVERE	Administer EPI-PEN (trained staff or student if capable) Call 911 Monitor pulse and respiration For absent breathing/pulse, initiate Rescue Breathing/CPR
Epi-Pen Directions	Check for color - don't use if fluid is brown or cloudy Pull off <u>orange</u> safety guard Swing and jab into thigh, holding in place for 10 seconds Remove EPI-PEN and massage area for 10 seconds (EPI-PEN can be injected through clothing)

BEE STINGS

- If student is known to have allergies to bee stings, send for help immediately. Activate EMS.
- If stinger is present, scrape or flick it off with fingernail, plastic card, etc. **DO NOT** squeeze or pinch with tweezers as this will inject more venom.
- Cleanse sting site with soap and water.
- Apply cloth-covered ice pack to reduce swelling.
- If sting is on extremity, elevate and rest the limb.
- Reassure and calm the person.
- If applicable to student, trained staff will administer oral antihistamine per physician and parental directions.
- Keep person quiet.
- Observe person.
- If swelling increases, contact parent for prompt medical evaluation.
- If student begins to show signs of increasing distress, call 911.
- Notify parent and Principal of 911 call.

ASTHMA

Definition: Asthma is a chronic disease in which the airways overreact to various stimuli or triggers.

AT FIRST SIGN OF ASTHMA ATTACK:

- If known asthma - follow the student's Emergency Care Plan
- Call Nurse if zero response to medication

SYMPTOMS:

EARLY SIGNS	MODERATE
Coughing	Chest tightness
Shortness of breath	Shortness of breath
Tickle in throat	Unusual sounds with breathing
Fatigue	Anxious look, scared
Headache	Sweaty
Agitation, behavior changes	Shoulders hunched over
Says it is difficult to breathe	Nostrils are flaring
	Says it is difficult to breathe
SEVERE	
Lips, nails or mucous membranes are pale, gray or bluish	
Rapid pulse (over 120 per minute)	
Gasping breaths (over 30 per minute)	
Struggling to breathe	
Chest and neck "pulling in" with breathing	
Unable to speak in complete sentences without taking a breath	
Decreasing or loss of consciousness	
Shows no improvement within 15 minutes after medication	

ASTHMA

Definition: Asthma is a chronic disease in which the airways overreact to various stimuli or triggers.

FOLLOW THESE PROCEDURES:

IF YOU SEE THIS	DO THIS
EARLY or MODERATE SIGNS	Have the student sit in an upright position and breath in slowly through the nose and out through the mouth (pursed lips like blowing out a candle) If the student has medication and is able to take it, assist them to inhale medication slowly and fully Stay with the student-reassure and calm them Send someone for assistance if necessary
SEVERE SYMPTOMS	Activate EMS An adult trained in CPR/Rescue Breathing stays with student until 911 arrives Trained staff member initiates CPR/Rescue Breathing if student's breathing and/or heart stops.

REMEMBER:

Never send student with asthma symptoms anywhere alone!!!!

BODY FLUIDS

1. Unanticipated skin contact with body fluids may occur in situations where gloves may not be available. First Aid for a bleeding person must not be delayed to secure gloves. Apply pressure to the wound until gloves can be put on.
2. Body fluids (such as blood, feces, semen, respiratory secretions, urine, and vomit) from all people should be considered to potentially contain infectious agents (germs).
3. Avoid direct contact with body fluids. Look around you for a barrier to put between you and the victim, i.e., shirt, garbage bags, etc. Disposable gloves are available from the School Nurse and custodians.
4. Vigorous hand washing is a first priority whenever someone comes in contact with any body fluid.
5. **Clean up all spilled body fluids:**
 - Wear disposable gloves at all times when dealing with another person's body fluids.
 - Avoid getting another person's body fluids in your eyes, mouth, open sores or wounds.
 - Place soiled materials in plastic bags.
 - Clean mats and other equipment with appropriate germicidal solution prior to allowing activities to continue. Solutions include household bleach, ethyl or isopropyl alcohol, Lysol, and Wescodyne.
 - If exposed, rinse the affected area immediately, wash with soap and water and report the exposure to the Principal immediately.
 - Remove gloves and wash hands with soap and water. In the absence of soap and water, use disposable hand wipes.
6. If blood or any fluids get into your mouth, rinse mouth with 50/50 mixture of hydrogen peroxide and water.
7. Needle sticks should be "milked" to induce bleeding. Wash well with soap and water.
8. For bites, scratches, or lesions, wash with soap and running water for 2-3 minutes while "milking" the wound, or pour small amounts of hydrogen peroxide the wound. Cover with sterile dressing.

SEIZURES

EACH CHILD WITH SEIZURE DISORDER HAS AN EMERGENCY CARE PLAN

Seizures are not painful and the child has no memory of them. Once the seizure has begun, there is nothing one can do to stop it. It is understandable that the observer may feel frightened, helpless and generally out of control of the situation.

Absence (petit mal):

Description: Typically staring off is observed.

- There is nothing to do for absence seizures.

Generalized tonic-clonic (grand mal and major motor):

Description: Typically a loss of consciousness and violent muscle contractions. It's the type of seizure most people picture when they think of seizures in general (Mayo Clinic).

- Keep calm. Loosen the child's collar and put something soft under the head. You cannot stop the seizure. Let the seizure run its course. Do not try to restrain the child.
- Remove hard, sharp or hot objects from the area.
- DO NOT FORCE ANYTHING BETWEEN THE CHILD'S TEETH.
- After the seizure, turn the child to one side to allow saliva to drain from the mouth. Do not offer anything to drink until the child is fully awake. Let the child rest if he wishes.
- If the seizures last beyond 5 minutes, or if the child seems to pass from one seizure to another without regaining consciousness, call for medical assistance and notify the parents. This rarely happens, but it is a medical emergency and should be treated immediately.

Complex partial (psychomotor or temporal lobe):

Description: Typically displays automatisms such as lip smacking, chewing or swallowing. They may still be able to perform routine tasks such as walking, although such movements are not purposeful or planned. There may be loss of memory surrounding the seizure event. Witnesses may not recognize that anything is wrong.

- Do not try to stop or restrain the child.
- Try to remove harmful objects from the pathway or try to coax the child away from them.
- Try to be a barrier.
- Use a calm, soft voice when talking to the child.
- For a student or staff member without a history of seizures – activate Emergency Medical System (EMS).

For all seizures – always contact the nurse and office staff.

DIABETES

Definition: Diabetes is a disorder in which the pancreas produces insufficient or no insulin. As a result, the level of glucose in the blood becomes abnormally high leading to a variety of complications.

EACH CHILD WITH DIABETES HAS AN EMERGENCY CARE PLAN

Hyperglycemia - High Blood Sugar. Never send students alone.

Causes:

- Too much food
- Too little insulin
- Decreased activity
- Illness
- Stress

SYMPTOMS:

Mild	Moderate	Severe
Thirst Frequent Urination Sleepy Hungry Loss of Concentration Blurred Vision Sweet Breath	Dry Mouth Nausea Stomach Cramps Vomiting	Labored Breathing Very Weak Confused Unconscious

FOLLOW THESE PROCEDURES:

IF YOU SEE THIS	DO THIS
Student must be supervised by an adult at all times	
MILD TO MODERATE	Let trained staff member know of your concerns
SEVERE	Activate EMS Staff member trained in CPR/Rescue Breathing stays with student at all times.
HEART/ BREATHING STOPS	Trained staff member begins CPR/Rescue Breathing

DIABETES

Definition: Diabetes is a disorder in which the pancreas produces insufficient or no insulin. As a result, the level of glucose in the blood becomes abnormally high leading to a variety of complications.

EACH CHILD WITH DIABETES HAS AN EMERGENCY CARE PLAN

Hypoglycemia - Low Blood Sugar. Never send students alone.

Causes:

- Food - too late or too little
- Too much exercise
- Too much insulin
- Extra activity without additional food

SYMPTOMS:

Mild	Moderate	Severe
Hungry Shaky Dizzy Sweaty Pale Fast Heart Rate Personality Change	Headache Behavior Changes Poor Coordination Confusion Blurry Vision Weakness Slurred Speech	Loss of Consciousness Seizure

FOLLOW THESE PROCEDURES:

IF YOU SEE THIS	DO THIS
Student must be supervised by an adult at all times	
MILD TO MODERATE	If student is unable to go to office, have snacks and meds brought to room. Give juice, then a snack (e.g., peanut butter, cracker, cheese) located: In school office or kitchen if necessary
SEVERE Student becomes worse - will not or cannot drink or swallow	Call 911 Trained staff: Pull lower lip down and squeeze (glucose gel) between the lower lip and the gum. If student is lying down, turn on side to prevent choking (Glucose gel located: with student or in the office.) Call Parent



Continuity of Operations Plan (COOP)

Plan Developer(s): Don Vanderholm & Lind-Ritzville Cooperative Team Members			Date Plan Finalized: October 14, 2021
Point of Contact:	Don Vanderholm		
Contact Information:	Email: dvanderholm@lrschools.org	Phone Number: 509.659.1660	Alt. Phone Number: 509.677.3499

Background Information

- A COOP is a process that **ensures continued performance** of essential functions across a full range of potential emergencies, be they natural, technological, biological or man-made/adversarial.
- A COOP plan provides **guidance and establishes responsibilities and procedures** to ensure that business resilience is developed and maintained.
- A COOP is **not the same** as an Emergency Operations/Safety Plan but rather supplements it.
- It's a **Functional Annex** to a district EOP/Safety Plan.
- This document will be reviewed annually in conjunction with the customary Emergency Operation Plan review.

INTRODUCTION

[RCW 38.52.010](#) defines **continuity of operations planning** to mean the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

A **continuity of operations plan** (COOP), as defined in the National Continuity Policy Implementation Plan and the [National Security Presidential Directive 51/Homeland Security Presidential Directive 20](#), is an effort to ensure that Primary Mission-Essential Functions continue to be performed during a wide range of emergencies, including localized acts of nature, accidents and technological or attack-related emergencies.

The document is organized in a flexible format so that **the Cooperative** may select all, or only certain

sections of the template to develop, or improve the COOP/Annex.

PROMULGATION STATEMENT

The **Lind-Ritzville Cooperative Schools** mission is to prepare students to have the GRIT to achieve success through--Growth in acquiring skills & knowledge -- Resilience in achieving short and long-term goals -- Initiative to be confident, creative risk-takers and the Tenacity to stay positive and follow-through. To accomplish this mission, **Lind-Ritzville Cooperative Schools** must ensure its operations are performed efficiently with minimal disruption, especially during an emergency. This document provides planning and program guidance for implementing the **Lind-Ritzville Cooperative Schools** Continuity Annex and programs to ensure the district is capable of conducting its essential missions and functions under all threats and conditions.

Key **Lind-Ritzville Cooperative Schools** personnel who are relocated under this annex are collectively known as the **Emergency Response Crisis Management Team**. Upon Annex activation, these members will deploy to **Gilson Gymnasium or Lind Fire Station**. Upon arrival, continuity personnel will establish an operational capability and perform essential functions within 12 hours from the time of the activation of the Continuity Annex, for up to a 30-day period or until normal operations can be resumed.

Donald W. Vanderholm
Superintendent
Lind-Ritzville Cooperative Schools

PURPOSE, SCOPE, SITUATIONS, AND ASSUMPTIONS

A. PURPOSE

While the severity and consequences of an emergency cannot be predicted, effective contingency planning can minimize the impact on the **Lind-Ritzville Cooperative Schools** missions, personnel, and facilities.

The overall purpose of continuity planning is to ensure the continuity of the essential functions under all conditions. The current changing threat environment and recent emergencies, including acts of nature, accidents, technological emergencies, and military or terrorist attack-related incidents, have increased the need for viable continuity capabilities and plans that enable **Lind-Ritzville Cooperative Schools** to continue their essential functions in an all-hazards environment and across a spectrum of emergencies. These conditions, coupled with the potential for terrorists' use of weapons of mass destruction, have increased the importance of having continuity programs that ensure continuity of essential functions across all levels of government.

B. SCOPE

This Continuity Annex applies to the functions, operations, and resources necessary to ensure the continuation of **Lind-Ritzville Cooperative Schools'** essential functions in the event its normal operations at **Ritzville Grade School, Lind-Ritzville High School, Lind Elementary School and/or Lind-Ritzville Middle School** are disrupted or threatened with disruption. This Annex applies to all **Lind-Ritzville Cooperative Schools'** personnel at **Ritzville Grade School, Lind-Ritzville High School, Lind Elementary School and/or Lind-Ritzville Middle School**. **Lind-Ritzville Cooperative Schools'** staff must be familiar with continuity policies and procedures and their respective continuity roles and responsibilities.

This document ensures that **Lind-Ritzville Cooperative Schools** is capable of conducting its essential missions and functions under all threats and conditions, with or without warning.

C. SITUATION OVERVIEW

It is the policy of **Lind-Ritzville Cooperative Schools** to maintain a comprehensive and effective continuity capability. To that end, by continuing the performance of essential functions through a catastrophic emergency, comprehensive and integrated continuity capability will enhance our credibility and enable a more rapid and effective response to, and recovery from, an emergency.

Furthermore, continuity planning will assume that **Lind-Ritzville Cooperative Schools** will not necessarily receive warning of an impending emergency. As a result, a risk assessment is essential to continuity planning and is outlined in the **Lind-Ritzville Cooperative Schools' Emergency Operation/Safety Plan**.

Lind-Ritzville Cooperative Schools continuity facilities were selected following an all-hazards risk assessment of facilities for continuity operations use. **Lind-Ritzville Cooperative Schools** risk assessment is found at <https://www.lrschools.org/> **Section III of the LRCS Emergency Response Crisis Management Plan**. This risk assessment addresses the following for each continuity facility:

- Identification of all hazards
- A vulnerability assessment to determine the effects of all hazards
- A cost-benefit analysis of implementing risk mitigation, prevention, or control measures
- A formal analysis by management of acceptable risk
- Sufficient distance between each facility location or threatened area and other facilities or locations that are potential sources of disruptions or threats
- Sufficient levels of physical security required to protect against identified threats
- Sufficient levels of information security required to protect against identified threats

Furthermore, **Lind-Ritzville Cooperative Schools** has evaluated its daily operating facilities in accordance with District risk and safety standard operating procedures or applicable District standards. This evaluation is found at <https://www.lrschools.org/> **included in LRCS Emergency Response Crisis Management Plan**.

D. PLANNING ASSUMPTIONS

This Continuity Annex is based on the following assumptions:

- An emergency condition may require the relocation of the **Lind-Ritzville Cooperative Schools** Emergency Relocation Group (ERG) to the continuity facility at **Gilson Gymnasium or Lind Fire Station**
- The **continuity facilities** will support the ERG and the continuation of the **Lind-Ritzville Cooperative Schools** essential functions by available communications and information systems within (12 hours) from the time the Continuity Annex is activated, for potentially up to a (30-day period) or until normal operations can be resumed
- **Lind-Ritzville Cooperative Schools** operations will continue to be available to support actions directed by the Superintendent or a successor. However, in the event that ERG deployment is not feasible due to the loss of personnel, **Lind-Ritzville Cooperative Schools** will devolve to **ESD 101-Spokane or possibly one of its affiliate Athletic Combine School Districts Sprague or Washtucna.**

E. OBJECTIVES

- **Lind-Ritzville Cooperative Schools** continuity objectives are listed below:
 1. Ensure essential functions can be performed, if applicable, under all conditions.
 2. Reduce the loss of life and minimize property damage and loss.
 3. Execute a successful order of succession with accompanying authorities in the event a disruption renders that District's leadership unable, unavailable, or incapable of assuming and performing their authorities and responsibilities of office.
 4. Reduce or mitigate disruptions to operations.
 5. Ensure **Lind-Ritzville Cooperative Schools** has facilities where it can continue to perform its essential functions, as appropriate, during a continuity event.
 6. Protect essential facilities, equipment, records, and other assets, in the event of a disruption.
 7. Achieve the District's timely and orderly recovery and reconstitution from an emergency.
 8. Ensure and validate continuity readiness through a dynamic and integrated continuity Test, Training, and

Exercise (TT&E) program and operational capability.

Plan Implementation		
Note – Per RCW 38.52.195 each school district that implements its continuity of operations plan shall notify the state board of education and OSPI within five days of the decision to implement the continuity of operations plan by email and postal mail of the following: (a) Date that the disruptions to basic education delivery began or will begin if there is an impending emergency situation and the estimated duration of the emergency or disaster; (b) Documentation of the emergency or disaster, such as a declaration of emergency, and information that describes the disruption to basic education delivery due to the emergency; (c) Contact information for school district staff who are responsible for executing the continuity of operations plan; and (d) Further information or assurances upon request, at the discretion of the state board of education or the office of superintendent of public instruction staff.	As needed, within 5 days of implementation	Superintendent, superintendent's office

A. Plan Exercises

Lind-Ritzville Cooperative Schools recognizes that any emergency plan must be exercised to be effective and to:

- provide clarity and guidance to staff
- allow for practice of the skills required to be successful
- feedback for establishment of best practices

When practical, exercises will be conducted to provide for the aforementioned items.

B. Objectives

1. Ensure the essentials functions can be performed under all conditions
2. Reduce the loss of life and minimize property damage and loss
3. Execute a successful order of succession with accompanying authorities in the event of disruption renders the district's leadership unable, unavailable, or incapable of assuming or performing their authorities and responsibilities.
4. Reduce or mitigate disruptions to operations.
5. Ensure that Lind-Ritzville Cooperative Schools has facilities where it can continue to perform essential functions as appropriate.
6. Protect essential facilities, equipment, records and other assets.
7. Achieve the district's timely and orderly recovery, and reconstitution from the emergency.

C. Essential Functions

The departments listed below have been identified as essential to operational continuity and/or recovery including who is responsible for them.

Essential Function: Administration				
Primary Person	Don Vanderholm	Superintendent	Phone 509-218-1077	
Alternate	Dana Telecky	Business Manager	Phone 509-659-1660	

Essential Function: Academics				
Primary Person	Kevin Terris	HS Principal	Phone 509-560-9182	
Second Alternate	Chis Lupo	MS Principal	Phone 360-797-5518	

Essential Function: Communications				
Primary Person	Cindy Deska	RGS Principal	Phone 509-309-5676	
Alternate	Sarah Dinkins	LES Principal	Phone 235-350-4703	

Essential Function: Finance				
Primary Person	Dana Telecky	Business Manager	Phone 509-659-1660	
Alternate	Tina Schuler	Business Manager	Phone 509-677-3499	

C. Essential Functions (Continued)

Essential Function: Technology				
Primary Person	Andy Jones	Chief Information Officer	Phone 208-874-3700	
Alternate	Matthew Rux	Director of Network Services	Phone 509-323-2780	

Essential Function: Facilities and Planning				
Primary Person	Don Vanderholm	Chief Strategist	Phone 509-218-1077	
Alternate	Dana Telecky	CFO-Ritzville	Phone 509-659-1660	
Second Alternate	Tina Schuler	CFO- Lind	Phone 509-677-3499	

Essential Function: Maintenance and Operations				
Primary Person	Zach Gardner	Maintenance Supervisor	Phone 509-347-6400	
Alternate	Brady Wahl	Assistant Maintenance	Phone 509-347-6858	

C. Essential Functions (Continued)

Essential Function: Safety and Security				
Primary Person	Sarah Dinkins	Lind Elementary Principal	Phone 509-350-4703	
Alternate	Greg Whitmore	LRCS Athletic Director	Phone 509-437-6575	

D. Emergency Communication Systems (See Emergency Response Crisis Management Plan, Section 2.c.)

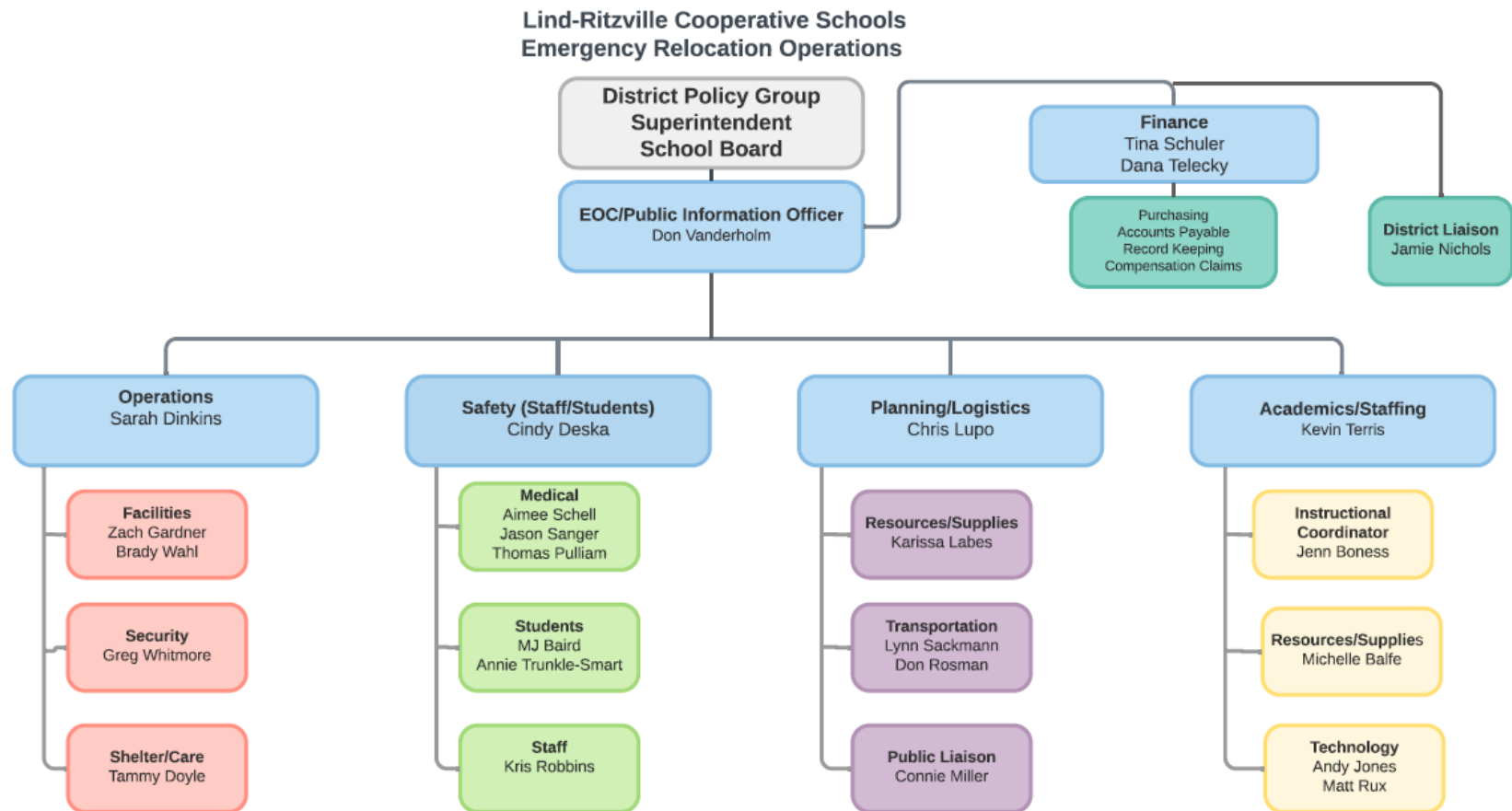
Lind-Ritzville Cooperative Schools has the dual responsibility of communicating with staff and with parents. As such, Lind-Ritzville Cooperative Schools currently utilizes the following systems for communicating with staff, students, and families in emergencies:

- Phone (Skyward)
- Instant Messaging (i.e., Blackboard Connect, Text Messaging)
- Email
- Lind-Ritzville Cooperative Schools public website
- Emergency Landline Phones
- Mainstream Media Outlets
- Social Media Outlets

E. Emergency Access to Information and Systems (as supported by Educational Service District 101-Spokane)

As access to our school information and systems is essential in an emergency; the Technology Department has developed a Continuity and Disaster Recovery process.

F. Leadership and Alternates:



G. Key Internal Dependencies (Intra-Cooperative and among our schools)

The following functions and services have been identified as intra-district dependencies.

	Dependency (Product or Service)	Provided by:	Risks and Mitigating Actions
1.	Finance/HR (Payroll, Student/Staff Records and AP)	Either Lind or Ritzville District Office	Risk: Payroll and purchases could be delayed Mitigation: Cloud and IT server and paper AP/AR/Timesheets
2.	Communications= Technology	Either Lind or Ritzville District Office	Risk: Internet Operability (Phones, Connectivity, etc.) Mitigation: Emer phones, phone tree and news media
3.	Enrollment information	Individual schools	Risk: Automated reporting system Mitigation: Statewide: OSPI guidelines Local: Paper system developed in collaboration by schools

H. Key External Dependencies (Products, services, suppliers, and providers outside)

	Dependency (Product or Service)	Provided by:	Risks and Mitigating Actions
1.	Phone and Internet Services	Century Link (Phones) and K20 Network (OSPI)	Mitigation: **Cloud-based in future
2.	Emergency supplies	Adams County Department of Emergency Management	May be overwhelmed by situation and demand

3.	Facility occupancy clearance	Cities of Ritzville, City of Lind and Adams County	Condition of area structures and limited responding personnel
4.	Technology hardware	ESD 101 Spokane	Dependency on vendors
5.	Financial services	Columbia Bank Adams County Treasurer	Electronic Fund Transfers Fund allocation
6.	Counseling services	ESD 101 and other districts	Lack of availability

I. Important Contacts:

The following list is a list of critical contacts in case of an emergency:

Name	Phone Numbers
Don Vanderholm (Superintendent)	509-218-1077
Dana Telecky (Finance and communication)	509-750-9096
Tina Schuler (Finance and communication)	509-650-7256
Andy Jones (Technology)	208-874-3700
Aimee Schell (Medical)	509-660-0400
Kevin Terris (Academics and planning)	509-560-9182
Cindy Deska (Academics and planning)	509-309-5676
Chris Lupo (Academics and planning)	360-797-5518
Zach Gardner (Maintenance and Operations)	509-347-6400
Lynn Sackmann (Transportation & Safety and Security)	509-650-7272

J. Mitigation Strategies

Remote Learning procedures see: https://www.lrschools.org/Page/1747
Stock additional technology equipment (District Offices)
Re-institute paper procedures (building printing services)
Generator and fuel services (Zach Gardner/Lynn Sackmann)

Activate emergency phones (see cell phone list)

K. Alternate Education Delivery Systems

Positive Case on School Campus and Quarantine Protocol	Continuity of learning plans for students who are quarantined, thus ensuring equitable delivery of the program of basic education to all students
Quarantining identified individuals -Any individual identified to have been in close contact for more than 15 cumulative minutes), is asymptomatic and has <i>not</i> been vaccinated will be contacted by phone and directed to self-quarantine according to DOH guidance. -Students seated on the bus in front of, behind, and on the right and left of a student (if closer than 3 feet for more than 15 minutes) and have <i>not</i> been vaccinated will be contacted by phone and directed to self-quarantine per DOH guidance.	Teachers will prepare instructional activities for students and distribute materials and/or post student learning activities online. The online materials will be accessible through the teacher's Google classroom. Buildings will ensure that all students who are quarantined have an appropriate device and accessible internet (hotspots, etc.). Food Services will establish access to meals for whole school quarantine (w/delivery). Any quarantined student can access meals (no delivery available). Contact Tracing Team will notify families and individuals needing to quarantine. <u>Transition back to in-person:</u> When the individual has been cleared of quarantine, they may return to the in-person classroom setting.

K. Alternate Education Delivery Systems (Continued)

Positive Case on School Campus and Quarantine Protocol	Continuity of learning plans for students who are quarantined, thus ensuring equitable delivery of the program of basic education to all students
Quarantining several classrooms -Several classrooms could be directed to quarantine if the Adams County Health Department and the Contact Tracing Team determines that the close contacts are difficult to decipher; or -If the entire class was in close contact to a classmate/classroom teacher who reports a positive diagnosis and the students are unvaccinated; or -If the entire class was in close contact to a classmate/classroom teacher who reports a positive diagnosis and the students vaccinated and symptomatic; or -If supervision of students is compromised due to teacher quarantining requirements	Classroom teachers will provide remote instruction through online instruction through Google Classroom. The quarantined staff member will be delivering instruction through synchronous and asynchronous means. Buildings will ensure that students in classrooms who are quarantined have appropriate devices and accessible internet (hotspots, etc.). Food Services will, upon request, provide meals to any student in quarantine (no delivery available). Contact Tracing Team will notify families and individuals needing to quarantine. Custodial Services will implement the school sanitization plan to reduce risk of contagion. <u>Transition back to in-person:</u> When the contact tracing team has determined that the quarantine period has ended, staff and students in the affected classrooms may return to the in-person classroom

K. Alternate Education Delivery Systems (Continued)

Positive Case on School Campus and Quarantine Protocol	Continuity of learning plans for students who are quarantined, thus ensuring equitable delivery of the program of basic education to all students
Closing a school -A school could be directed to close if the Adams County Health Department and/or Superintendent determines that the rate of new positives in the community, hospitalization rate in the community, transmission rate in the school, or -Supervision of students is strained due to quarantine requirements.	All Classroom teachers and support staff will provide remote instruction and services through online instruction through Google Classrooms. Quarantined staff members will be delivering instruction through synchronous and asynchronous means. Buildings will ensure that all students in the closed school will have appropriate devices and accessible internet as available (hotspots, etc.). They will coordinate and organize distribution for device pick-up. Contact Tracing Team and Communications will notify families of the necessity to close school/campus. Food Services will establish access to meals for students in quarantine. Custodial Services will implement the school sanitization plan to reduce risk of contagion. <u>Transition back to in-person:</u> The Adams County Health Department and/or Superintendent determines that the rate of new positives in the community, hospitalization rate in the community, transmission rate in the school has dropped to a level where staff and students in the affected school(s) may return to the in-person classroom setting.

K. Alternate Education Delivery Systems (Continued)

Positive Case on School Campus and Quarantine Protocol	Continuity of learning plans for students who are quarantined, thus ensuring equitable delivery of the program of basic education to all students
Closing the district – An Executive Order of the Governor directs the entire Cooperative to close; or -If the Adams County Health Department determines that the rate of new positives in the community, hospitalization rate in the community, transmission rate in the school, and directs all 4 schools to close; or -Supervision of students is strained due to quarantine requirements.	All Classroom teachers and support staff will provide remote instruction and services through online instruction through Google Classroom. Quarantined staff members will be delivering instruction through synchronous and asynchronous means. Buildings will ensure that all students in the closed school will have appropriate devices and accessible internet, as available(hotspots, etc.). They will coordinate and organize distribution for device pick-up. Contact Tracing Team and Communications will notify families of the necessity to close school/campus. Food Services will establish access to meals for students in quarantine. Custodial Services will implement the school sanitization plan to reduce risk of contagion. <u>Transition back to in-person:</u> The Governor lifts the Executive Order to close the district or Adams County Health Department and/or Superintendent determines that the rate of new positives in the community, hospitalization rate in the community, transmission rate has dropped to a level where staff and students in the affected school may return to the in-person classroom setting.

L. Cost-tracking for emergencies.

Cost-tracking will be consistent with district practices as outlined in district policies and procedures; see:

<https://www.lrschools.org/Page/1673>

M. Recovery:

The following plan has been developed in the event Lind Ritzville Cooperative Schools requires a recovery procedure following an emergency:

Issues	Difficulties	Mitigating Actions, Protocols
Transition from remote learning to in-person	Equipment/technology/classroom	Classroom-Teacher preparation
	Communication to families	Pre-communication development and rollout prior to restart date
	Communication to staff	Pre-communication development and rollout prior to restart date. Meet to discuss challenges and ways to meet them (staff input) Resource allocation
	Transportation	Equipment checks and availability of staff drivers
	Special Education staff and resources	Pre-communication development and rollout prior to restart date. Meet to discuss challenges and ways to meet them (staff input) Resource allocation

Transition from remote learning to in-person	Facilities	Support to all other departments Re-start of whatever facility maintenance was interrupted Facility systems startup
Transition from remote learning to in-person	Food Service Support	Re-start of food preparation Re-start of food deliveries
Transition from remote learning to in-person	Human resources	Labor relations and working conditions impacts Staffing availability Staff and student wellness
Transition from remote learning to in-person	Finance	Re-start electronic systems and processes Staff availability Staff wellness

N. Special Considerations for the Cooperative

The following additional or unique considerations should be considered if Lind-Ritzville Cooperative Schools faces a pandemic or infectious disease outbreak.

Challenges	Strategies/Plans
ESL Student support	Inter District resource sharing within the Athletic Combine
Child Care	Local churches, Lion's Clubs
Additional learning support for students	Utilize staff not assigned to directly teach for academic support
Reimbursement	Detailed inventory logs and collection of applicable paperwork
Mental Health	Counseling Staff, ESD 101, Combine Districts
Food Service Programs	Reinstitute programs used during COVID

O. Devolution (See Continuity of Operations Plan 6500/6500P and Delegation of Authority 5200/5200P)

P. HUMAN CAPITAL

Continuity Personnel

All Staff

It is important that **Lind-Ritzville Cooperative Schools** keeps all staff, especially individuals not identified as continuity personnel, informed and accounted for during a continuity event. **Lind-Ritzville Cooperative Schools** has established procedures for contacting and accounting for employees in the event of an emergency, including operating status.

- **Lind-Ritzville Cooperative Schools** employees are expected to remain in contact with principals and supervisors during any facility closure or relocation situation. Communication via telephone, text, and email on a regular basis (daily or weekly depending on the situation) is expected.
- **Lind-Ritzville Cooperative Schools** ensures staff are aware of and familiar with Human Capital guidance in order to continue essential functions during an emergency. **Lind-Ritzville Cooperative Schools** uses the following methods to increase awareness: employee training, supporting documents and website.

Accounting for all personnel during a continuity event is of utmost importance. In order to account for all staff, the **Lind-Ritzville Cooperative Schools** will utilize a locally developed phone/contact tree. Accountability information is reported to the **Cooperative Superintendent**. The **building principal** has the responsibility of attempting contact with those individuals who are unaccounted for.

Human Capital Considerations

Lind-Ritzville Cooperative Schools continuity program, Annexes, and procedures incorporate existing District-specific guidance and direction for human capital management, including guidance on pay, leave/time off, work scheduling, benefits, telework, hiring, authorities, and flexibilities. The **Lind and Ritzville Business offices** have the responsibility for the **Lind-Ritzville Cooperative Schools** Human Capital issues. A copy of these policies and guidance is found at: <https://www.lrschools.org/domain/29>.

The **Lind-Ritzville Cooperative Schools** Continuity Coordinator and Continuity Manager work closely with the **Lind and Ritzville Business offices** to resolve Human Capital issues related to a continuity event. The **Lind and Ritzville Business Managers** serve as the **Lind-Ritzville Cooperative Schools** Human Capital liaisons to work with the Continuity Coordinator or Continuity Manager when developing or updating the District's emergency Annexes: <https://www.lrschools.org/Page/1608>

Lind-Ritzville Cooperative Schools has developed District-specific guidance and direction for continuity personnel on Human Capital issues. This guidance is integrated with Human Capital procedures for its facility, geographic region, and the Office of Personnel Management or similar District. This guidance is maintained by the **Cooperative Superintendent** and found at <https://www.lrschools.org/domain/29>. **Lind-Ritzville Cooperative Schools** has issued continuity guidance for human capital on the following issues: (found at <https://www.lrschools.org/Page/133>)

- Additional Staffing
- Work Schedules and Leave/Time Off
- Employee Assistance Program
- Special Needs Employees
- Benefits

For more detailed information refer to the following Annexes
Annex A - Lind-Ritzville Cooperative Schools Emergency Crisis Management Plan

GLOSSARY

Activation – Once a continuity of operations Annex has been implemented, whether in whole or in part, it is considered “activated.”

District Head – The highest-ranking official of the primary occupant District, or a successor or designee who has been selected by that official.

All-Hazards – The spectrum of all types of hazards including accidents, technological events, natural disasters, terrorist attacks, warfare, and chemical, biological including pandemic influenza, radiological, nuclear, or explosive events.

Alternate Facilities – Locations, other than the primary facility, used to carry out essential functions, particularly in a continuity event. “Alternate facilities” refers to not only other locations, but also nontraditional options such as working at home (teleworking), telecommuting, and mobile-office concepts.

Annex-- append or add as an extra or subordinate part, especially to a document. Annexing is an administrative action

Business Impact Analysis (BIA) – A method of identifying the effects of failing to perform a function or requirement.

Business Process analysis (BPA) – A method of examining, identifying, and mapping the functional processes, workflows, activities, personnel expertise, systems, data, and facilities inherent in the execution of a function or requirement.

Communications – Voice, video, and data capabilities that enable the leadership and staff to conduct the mission essential functions of the District. Robust communications help ensure that the leadership receives coordinated, integrated policy and

operational advice and recommendations and will provide the ability for governments and the private sector to communicate internally and with other entities (including with other Federal agencies, State, territorial, tribal, and local governments, and the private sector) as necessary to perform their Mission Essential Functions (MEFs).

Continuity – An uninterrupted ability to provide services and support, while maintaining District viability, before, during, and after an event.

Continuity Facilities – Locations, other than the primary facility, used to carry out essential functions, particularly in a continuity situation. “Continuity facilities” refers to not only other locations, but also nontraditional options such as working at home (teleworking), telecommuting, and mobile-office concepts.

Continuity of Operations – An effort within individual agencies to ensure they can continue to perform their Mission Essential Functions and Primary Mission Essential

Functions during a wide range of emergencies, including localized acts of nature, accidents, and technological or attack-related emergencies.

Continuity Event – Any event that causes an agency to relocate its operations to an alternate or other continuity site to assure continuance of its essential functions.

Continuity Personnel – Those personnel, both senior and core, who provide the leadership advice, recommendations, and functional support necessary to continue essential operations

Corrective Action Program – An organized method to document and track improvement actions for a program. The Corrective Action Program (CAP) system is a web-based tool that enables Federal, State, and local emergency response and homeland security officials to develop, prioritize, track, and analyze corrective actions following exercises or real-world incidents. Users may enter data from a finalized After-Action Report/Improvement Annex, track the progress of corrective action implementation, and analyze and report on trends in improvement Annexes.

Delegation of Authority – Identification, by position, of the authorities for making policy determinations and decisions at headquarters, field levels, and all other District locations. Generally, pre-determined delegations of authority will take effect when normal channels of direction have been disrupted and will lapse when these channels have been reestablished.

Devolution – The capability to transfer statutory authority and responsibility for essential functions from an agency's primary operating staff and facilities to other agency employees and facilities, and to sustain that operational capability for an extended period.

Essential Functions – The critical activities performed by Districts, especially after a disruption of normal activities. There are three categories of essential functions: National Essential Functions, Primary Mission Essential Functions, and Mission Essential Functions.

Facilities – Locations where a District's leadership and staff operate. Leadership and staff may be co-located in one facility or dispersed across many locations and connected by communications systems. Facilities must be able to provide staff with survivable protection and must enable continued and endurable operations.

Interoperable Communications – Communications that provide the capability to perform essential functions, in conjunction with other Districts/entities, under all conditions.

Memorandum of Agreement/Memorandum of Understanding – Written agreement between departments/agencies that require specific goods or services to be furnished or tasks to be accomplished by one District in support of the other.

Mission Essential Functions – The limited set of agency-level government functions that must be continued throughout, or resumed rapidly after, a disruption of normal activities.

Orders of Succession – Provisions for the assumption by individuals of District senior leadership positions during an emergency in the event that any of those officials are unavailable to execute their legal duties.

Primary Operating Facility – The site of a District’s normal, day-to-day operations; the location where the employee usually goes to work.

Reconstitution – The process by which surviving and/or replacement District personnel resume normal operations from the original or replacement primary operating facility.

Risk Analysis – The process by which risks are identified and evaluated.

Risk Assessment – The identification and assessment of hazards.

Risk Management – The process of identifying, controlling, and minimizing the impact of events whose consequences are or may be unknown, or events that are fraught with uncertainty.

Testing, Training, and Exercises – Measures to ensure that an agency’s continuity Annex is capable of supporting the continued execution of the agency’s essential functions throughout the duration of a continuity situation.

Virtual Offices – An environment where employees are not collocated and rely exclusively on information technologies to interact and conduct their work across distance from multiple geographic locations.

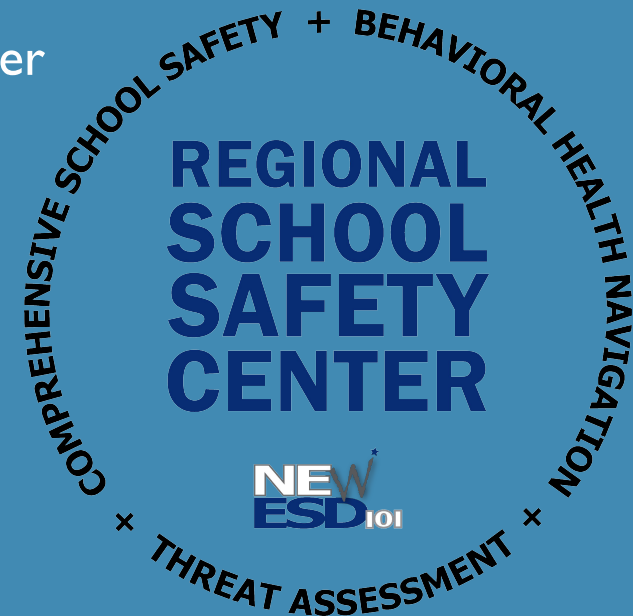
Vital Records – Electronic and hardcopy documents, references, and records that are needed to support essential functions during a continuity situation. The two basic categories of vital records are (1) emergency operating records and (2) rights and interests records.

PREK-12 SCHOOL SAFETY AND SECURITY UPDATE, FALL 2023

Salliejo Evers, NEWESD 101

Comprehensive School Safety, Regional School Safety Center

severs@esd101.net



NEW AND CURRENT CHALLENGES

Gore Groups—FBI PSA
Swatting Hoaxes: Bomb
Threats & Active Assailant
Cyberthreats
Great Shakeout WA 2023
County Emergency
Coordination meetings
Communications workshop 10/20
Wireless Alert Test 10/4

- **GORE groups**

- Gore sites serve as digital hubs for the sharing of real-life killings, torture, and other forms of violence, catering primarily to ‘gore seekers’; a niche audience searching for graphic and disturbing material. However, analysis indicates these sites also serve a secondary audience in the form of violent extremist groups.
- Targeting at risk youth, ages 8-17
- Utilizing coercion and extortion
- Livestream suicide, self harm, or
- Creation of sexually explicit material
- **INTERNET SAFETY**
- Message created for parents to help increase awareness, available if would like to use

SCHOOL HOAX AND SWATTING THREATS

- HOAX: Moscow and Palouse High School (threat was placed using the same phone number), targeted September 26, Spokane area schools 9/28 and 9/29, “Evergreen” schools 9/28
 - Pullman locked down their schools as well, then utilized Secure and Teach – perfect!
- If targeted, please communicate with NEWSD101 or the Regional School Safety Center as soon as possible. Our goal is to spread the word as quickly as possible throughout the region and state.
- If targeted, consult and/or report to local law enforcement. Collectively decide best response. COMMUNICATE with staff and families. (Crisis Communication Training with Jeff Bell, October 20th)
- If targeted, report to the WA State Fusion Center, intelligence component of DHS, intake@wsfc.wa.gov.
- New PSA from Sandy Hook Promise. <https://www.youtube.com/watch?v=g0qM5Cp7sTQ>

_Ensure Student Behavioral Threat Assessment Teams are trained and ready. ESD101 TACs are always available.

SEE SOMETHING, SAY SOMETHING, DO SOMETHING

CYBERATTACKS & GREAT WA SHAKEOUT

- Cyberattacks, Ransomware--K-12 cybersecurity incidents targeted at public schools and districts have totaled 1,619 from 2016 to 2022. Ensure software is up to date. Check with your IT experts.
- If targeted, report to the WA State Fusion Center, intelligence component of DHS, intake@wsfc.wa.gov.
- **GREAT WA SHAKEOUT**, Earthquake Drill, October 19th at 10:19am (10/19 at 10:19am)
- For additional resources and to participate, register [here](#).
- Remember, in an earthquake:
 - DROP to the ground, find COVER, and HOLD on to something sturdy until the shaking stops.
 - Shake alerts, sensors are available for schools
 - Shake alert app

HearMeWA Tipline (ARS)—DISTRICT CONTACTS needed to build system, email info to severs@esd101.net.

COUNTY EMERGENCY COORDINATION MEETINGS

- No such thing as an ISOLATED event or a single responding agency (collaborate, coordinate and problem solve BEFORE an incident occurs) digital maps, building access, remote camera access, tiered response
- Fire, Law Enforcement (FSLTT), Dispatch, Public Works, County Emergency Management, RIG 9, School District Leadership and School Safety Directors/Leads
- **Lincoln + Adams**—Lincoln County + Reardan SD Exercise, July 2023 (alternate dismissal), ICS
- **Panorama (Ferry, Stevens, Pend Oreille)**—Stevens + Kettle Falls SD, July 2024 Exercise + CBP
- **Whitman**—Earthquake Tabletop + ICS training
- **Spokane**—First meeting, 29 Nov 2023, please join us or send a designee

NE WA School Safety & Security Regional Roundtable—NE WA representation



ACCIDENT PREVENTION PLAN

HEAT-RELATED ILLNESS PREVENTION PLAN

Chapter 296-62-095 WAC “Outdoor Heat Exposure”

Heat-Related Illness Prevention Plan

Policy Statement	3
Hazard Evaluation	3
Method of Evaluation	4
Exposure Determination	Error! Bookmark not defined.
Prevention Actions	Error! Bookmark not defined.
First Aid Awareness and Actions	7
Training	7

HEAT RELATED ILLNESS PREVENTION

1. Policy Statement

Lind-Ritzville Cooperative Schools is a member of the North Central Washington Workers' Compensation Pool and part of 58 school districts included in North Eastern Washington Educational Service District 101 (NEWESD 101).

It is the policy of Lind-Ritzville Cooperative Schools that all affected employees are required to comply with this Heat Related Illness (HRI) policy and are encouraged to actively participate in identifying ways to reduce the risk of experiencing outdoor heat-related illness in the workplace.

Supervisors are responsible for the safety of their employees and as a part of their daily duties must check the workplace for unsafe conditions, monitor the health and safety of employees, and take prompt action in response to any identified HRI hazards.

The district Administration, Supervisor, and Safety Committee Representatives will initiate and maintain this HRI program with assistance from the NEWESD 101 Workers' Compensation Pool.

2. Hazard Evaluation

Lind-Ritzville Cooperative Schools Administration, Supervisor, and Cooperative Safety Committee Representatives have identified the following HRI environmental hazards at school district worksites:

- Outdoor heat and high temperature hazards;
- Possible lack of access to shade;
- Reflected and radiated heat from roof or ground (concrete, asphalt) surfaces, buildings, and machinery;
- Conductive heat transferred from hot walking surfaces, tools, machinery, and vehicles;
- Heavy clothing such as boots, gloves, safety vests, etc.
- Body harnesses for fall protection systems, which restrict air circulation in clothing for cooling.

3. Method of Evaluation

The district's Administration, Supervisor, and/or Safety Committee Representatives may use the following methods on a day-to-day basis to evaluate each day's heat risks:

- Monitor weather reports for forecasts about expected temperature. Outdoor temperature action levels occur at:
 - 52° F for workers wearing non-breathable clothing such as vapor barrier suits, chemical resistant suits and some rain gear
 - 80° F for workers wearing all other clothing including sweatshirts, coveralls, jackets, shirts, and pants

Exception: Does not apply to incidental exposure which exists when an employee is not required to perform a work activity outdoors for more than fifteen minutes in any sixty-minute period. This exception may be applied every hour during the work shift.

- Evaluate the surroundings where the work is performed.
- Consider the worker's physical condition; Obesity, lack of conditioning, pregnancy, age, medications, inadequate rest, and history of heat illness can increase susceptibility to heat stress.
- Determine the:
 - Workload severity (light duty, moderate duty, or heavy duty). Perform heavy work during cooler times of the day, save light work for the hottest.
 - Duration of the job tasks.
 - Consider working hours (shift time).

Categories	Example Activities
Resting	▪ Sitting quietly ▪ Sitting with moderate arm movements
Light	▪ Sitting with moderate arm and leg movements ▪ Standing with light work at machine or bench while using mostly arms ▪ Using a table saw ▪ Standing with light or moderate work at machine or bench and some walking about
Moderate	▪ Scrubbing in a standing position ▪ Walking with moderate lifting, pushing or carrying a load ▪ Operating a riding mower
Heavy	▪ Carpenter sawing by hand ▪ Intermittent heavy lifting with pushing or pulling

	▪ Pick or shovel work ▪ Using a push mower
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4. Exposure Determination

The following list shows some job duties and work locations where employees may be exposed to HRI hazards:

<i>Job Duties</i>	<i>Work locations</i>
Landscape/Grounds/ Maintenance	School grounds, athletic fields
Maintenance staff including plumbers, electricians, carpenters, HVAC, welders, mechanics	School grounds; roof work; enclosed spaces such as HVAC penthouse, attic, crawl space, shop areas, etc.
Paraprofessionals/Teachers/ Other Staff/Volunteers	School grounds; playgrounds; athletic fields
Athletic Coaches and PE Teachers	Athletic fields
Custodians	working outdoors on school grounds

5. Prevention Actions

When outdoor temperature action levels are present the following are required:

- 80°F, encourage preventative cool-down rest periods to prevent overheating.
- 90°F, employees will receive a cool-down rest period of 10 minutes every two hours.
- 100°F, the cool-down rest periods must be 15 minutes every hour.

The supervisor will notify employees at the beginning of the workday about preventative actions they need to take with their crews that day. These may include:

- New employees assigned to work in the heat or crew members returning to work who have been off work for one week or more may limit their time at moderate to heavy work to 20% of normal routine on the first day, 40% on the second day, 60% on the third day, 80% on the fourth day, and a full shift can be worked on the fifth day if necessary.
- Experienced employees working during a heat wave may limit their time at moderate to heavy work to 50% of normal routine on the first day, 60% on the second day, and

80% on the third day assuming the outdoor temperature action level hazards continue during that time. A full shift can be worked on the fourth day. Heat waves are days when heat will be at or above the action levels and at least 10°F higher than the five-day average highs.

- Ensure acclimatizing workers are closely observed for signs and symptoms of heat illness over a 14-day period. Close observation may include regular communication, such as by radio or cell phone for employees working alone, a mandatory buddy system, or other effective means of observation.
- Encourage workers to hydrate before working outside and to drink plenty of water- about 1 cup (8 ounces) every 15 minutes to 20 minutes, even if they are not thirsty, and to avoid coffee, tea, and caffeinated soft drinks that dehydrate the body. At the applicable temperature action levels, the Supervisor is responsible to ensure employees have access to at least a quart of suitably cool water each hour.
- There will be enough shade for all employees to sit in a normal posture fully in the shade, or other sufficient means for cooling down such as an air-conditioned vehicle, trailer, or building, and it must be close to where employees are working.
- Provide close observation, or utilize the buddy method, to help identify if coworkers are showing signs and symptoms of heat-related illness. Buddy groups can be two or three people.
- Monitor temperatures and workers' responses to heat on a regular basis (hourly). Be aware that workers who are obese, pregnant, older, and on certain medications are at greater risk for heat-related illness.
- Learn the early signs and symptoms of heat-related illness, such as thirst, sweat, headaches, dizziness, weakness, irritability, nausea, or cramps.
- Schedule strenuous jobs to be performed in the cooler times of the day.
- Encourage workers to wear lightweight, light-colored, loose-fitting clothing, and a wide-brimmed hat. Encourage the use of sunscreen lotions.

School district employees should:

- Acclimate when returning to work from an illness or an extended break, or if you are just starting a job working in the heat. Be aware that you are more vulnerable to heat stress until your body has time to adjust. Inform your employer if you are not used to the heat, acclimatization can take 7-14 days to develop.
- Drink plenty of water. Frequently rehydrating is vital to workers exposed to the heat. In order to replenish fluid, the worker should drink three to four cups of water every hour starting at the beginning of the shift.
- Take rest breaks in a cool shaded area and allow time for recovery from the heat during the day. These are effective methods to avoid heat illness. Breaks are mandatory when temperatures are at or above 90°F.
- Remove heat-retaining PPE, hats, gloves, etc. to allow the body to cool during breaks. If available, change into cool dry clothes at lunch.

- Avoid or limit the use of alcohol and caffeine during periods of extreme heat as both dehydrate the body.
- Recognize the common signs and symptoms of heat-related illness. If you or a co-worker start to feel symptoms such as nausea, dizziness, weakness, or unusual fatigue, let your Supervisor know and rest in a cool shaded area. If symptoms persist or worsen, seek immediate medical attention. For most workers, common conditions are heat rash, heat cramps, heat exhaustion, and heat stroke.
- Wear light colored, light-weight clothing that provides protection from the sun but allows airflow to the body, when possible. Protect your head and shade your eyes when working outdoors.
- Pay extra attention to your co-workers and be sure you know how to call for medical attention when working in the heat.

6. First Aid Awareness and Actions

Lind-Ritzville Cooperative Schools will provide the following information on the recommended first aid treatment guidelines to all employees whose work puts them at risk for heat-related illness.

<i>Heat-related illness</i>	<i>Signs and Symptoms</i>	<i>First Aid</i>
Sunburn	• Red, hot skin • May blister	• Move to shade, loosen clothing • Apply cool compresses or water
Heat Rash	• Red, itchy skin • Bumpy skin • Skin infection	• Apply cool water or compresses • Keep affected area dry • Change into dry clothes • Control itching and infection with prescribed medication
Fainting	• Dizziness, light-headed • Sweating, nausea • Collapse, unconsciousness	• Call 911
Heat Cramps	• Muscle cramps or spasms • Grasping the affected area • Abnormal body posture	• Drink water/sport drinks • Rest, cool down, eat a salty snack • Massage affected muscle • Get medical evaluation if cramps persist
Muscle Breakdown (Rhabdomyolysis)	• Muscle cramps • Pain, weakness • Abnormally dark urine (tea or cola colored) • Exercise intolerance	• Stop activity • Drink water • Seek immediate medical care

Heat Exhaustion	• High pulse rate • Extreme sweating • Pale face • Headache • Clammy and moist skin • Weakness • Fatigue • Dizziness	• Move to shade and loosen clothing • Initiate rapid cooling, fanning, wet cloth, or mist of water • Lay flat and elevate feet • Monitor recovery • Drink small amounts of water • Evaluate mental status (ask who? where? when? questions) • If no improvement call 911
Heat Stroke	• Any of the above but more severe • Hot, dry skin (25-50% of cases) • Altered mental status with confusion, agitation, or slurred speech • Can progress to loss of consciousness, convulsions, and seizures • Can be fatal	• Call 911 • Immediately remove from work • Remove heavy and outer clothing • Start rapid cooling; wet cloth, cold water, ice packs in armpits and groin • Lay flat and elevate feet • If conscious give sips of water • Monitor airway and breathing - administer CPR if needed

When HRI hazards are present Supervisors will make sure their staff always have open channels of communication to request breaks, water, or help:

- **If the work site has reliable cell phone coverage**, employees will each carry a cell phone so they can check with a Supervisor or call for help directly.
- **If a work site lacks reliable cell phone coverage**, employees will use hand-held radios to stay in touch with Supervisors and each other, and to be in touch with someone who has a working phone (either a cell phone or landline) and can call 911 immediately if needed.
- Employees experiencing signs or symptoms of HRI must be relieved from duty and provided with sufficient means to reduce body temperature. *Examples include, but are not limited to the provision of shaded rest areas, misting stations, ice packs and other first aid supplies, or temperature-controlled environments (for example, air-conditioned trailers).* Drink cool water and remove PPE if appropriate.
- Employees experiencing signs or symptoms of HRI must be carefully evaluated to determine whether it is appropriate to return to work or if medical attention is necessary. **NEVER LEAVE A PERSON EXPERIENCING A HRI ALONE.**

7. Training

All affected school district employees and Supervisors will be trained on the hazards of HRI, including recognizing and responding to a HRI before being exposed to heat-related illness hazards and prevention actions to reduce the risk of a HRI. They will also receive refresher training annually after that. Completion of training will be documented.

Wildfire Smoke Plan

WAC 296-62-085

Lind-Ritzville Cooperative Schools' employees' who are expected to be exposed to wildfire smoke on the job are required by Washington Administrative Code [\(WAC\) 296-62-085](#) to include wildfire smoke protection in their written accident prevention program.

The following workplaces and operations are **exempt** from this rule:

- Enclosed buildings or structures in which the employer ensures that windows, doors, bays, and other exterior openings are kept closed, except when it is necessary to enter and exit.
- Enclosed vehicles in which the air is filtered by a cabin air filter and the employee ensures that windows, doors, and other openings are kept closed except when it is necessary to open doors to enter or exit.
- Employees exposed to a concentration of PM_{2.5} of 20.5 µg/m³ (Washington Air Quality Advisory [WAQA] 101, Air Quality Index [AQI] 69) **or more for a total of one hour or less during a shift.**

Identification of harmful exposures

Lind-Ritzville Cooperative Schools will determine employee exposure to PM_{2.5} for worksites covered by this section before each shift and periodically thereafter, as needed to protect the health of the employee, by one of the following methods to indicate employee exposure to PM_{2.5}):

We will use any of the following resources as a guide:

- Washington Air Quality Advisory (101 or higher) – [web](#)/mobile app
- Washington Smoke Information – [web](#)
- U.S. Environmental Protection Agency (EPA) AirNow – [web](#)/mobile app
- U.S. Forest Service AirFire – [web](#)
- EPA EnviroFlash.info

EXCEPTION: The employer does not have to determine employee exposure as required by this subsection if the employer assumes the NowCast PM_{2.5} is more than 55.5 µg/m³ (WAQA 173, AQI 151) and uses that assumption to comply with the requirements in WAC 296-62-085.

Hazard Communication

Lind-Ritzville Cooperative Schools will set up and implement a system for communicating wildfire smoke hazards in a form readily understandable by all affected employees, including provisions designed to encourage employees to inform the employer of wildfire smoke hazards at the worksite without fear of reprisal.

Informing Employees

Employees who have exposure to wildfire smoke will be informed of the following:

- When at least two consecutive [NowCast](#) PM2.5 readings are 20.5 µg/m3 or more, and
- When the [NowCast](#) PM2.5 is 55.5 µg/m3 or more, and
- Available protective measures to reduce employees' wildfire smoke exposure.

Employees working in areas with outdoor activities are encouraged to report to their supervisor any worsening air quality and adverse symptoms that may be the results of wildfire smoke exposure. Supervisors will review indexes and adjust the level of exposure and inform employees of any changes or processes.

Information and Training

Lind-Ritzville Cooperative Schools will provide all employees effective information and training regarding wildfire smoke before work that exposes the employee to PM2.5 levels of 20.5 µg/m3 (WAQA 101, AQI 69) or more, and at least annually thereafter.

Our communication system is: District email and the Blackboard Messaging System.

Employee Training

Employees and Supervisors will take the [online wildfire smoke safety course](#) required as part of our wildfire smoke safety training. They will also be shown where to obtain N95/KN95 masks and how to properly wear them.

Supervisor Training

Supervisors will be given additional instruction on:

- The procedures the supervisor must follow to implement the applicable provisions of [WAC 296-62-08550](#) through [296-62-08590](#).
- Procedures to follow if an employee shows adverse symptoms of wildfire smoke exposure, including proper emergency response procedures.
- Procedures for moving or transporting employees to an emergency medical service provider, if necessary.

Exposure Symptom Response

Employees displaying adverse symptoms of wildfire smoke exposure must be monitored to determine whether medical attention is necessary.

We will allow employees who show signs of injury or illness due to wildfire smoke exposure to seek medical treatment and may not retaliate against affected employees for seeking such treatment.

Lind-Ritzville Cooperative Schools has made provisions in advance for prompt medical treatment of employees in the event of serious injury or illness caused by wildfire smoke exposure.

Upon recommendation of the school nurse or a staff member certified in first aid, Emergency Medical Services (EMS) will be called immediately and the employee will be transported to the hospital by EMS. Employees who have suffered temporary respiratory or cardiac arrest will only be moved and transported by EMS.

Exposure Controls

When the [NowCast](#) PM2.5 is 20.5 µg/m³ (WAQA 101, AQI 69) or more, we will implement exposure controls.

When the [NowCast](#) PM2.5 is 55.5 µg/m³ (WAQA 173, AQI 151) or more, we will implement additional exposure controls whenever feasible by:

- Providing enclosed buildings, structures, or vehicles where the air is adequately filtered
- Providing portable HEPA filters in enclosed areas
- Relocating work to a location with a lower ambient air concentration of PM2.5
- Changing work schedules to a time with a lower ambient air concentration of PM2.5
- Reducing work intensity
- Providing additional rest periods

Respiratory Protection

When NowCast PM2.5 is 20.5 µg/m³ (WAQA 101, AQI 69) or more, the employer is encouraged to provide respirators at no cost to employees upon request. We will stock KN/N 95 masks for employees that request them.

Where the NowCast PM2.5 is 55.5 µg/m³ (WAQA 173, AQI 151) or more, the employer must provide respirators at no cost to all employees and encourage employees to use respirators. We will have available and encourage employees to wear masks.

WAC 296-62-08590 Appendix B

Protection from wildfire smoke information to be provided to employees (mandatory).

- (1) The health effects of wildfire smoke. Although there are many hazardous chemicals in wildfire smoke, the main harmful pollutant for people who are not very close to the fire is “particulate matter,” the tiny particles suspended in the air.

Particulate matter can irritate the lungs and cause persistent coughing, phlegm, wheezing, or difficulty breathing. Particulate matter can also cause more serious problems, such as reduced lung function, bronchitis, worsening of asthma, heart failure, and early death.

Greater concentrations of particulate matter in the air create more of a hazard for workers. This rule requires that employers implement protections for workers once the amount of particulate matter in the air reaches a certain concentration: A NowCast PM2.5 55.5µg/m³ (WAQA 173, AQI 151).

However, some workers may experience health effects at NowCast PM2.5 levels of 20.5µg/m³ (WAQA 101, AQI 69) or lower, especially if they belong to a sensitive group. Employers are encouraged to implement exposure controls and provide respirators at no cost to employees where the NowCast PM2.5 is 20.5µg/m³ (WAQA 101, AQI 69). Employees may request to provide their own respirator for voluntary use at any NowCast PM2.5 level below 55.5µg/m³ (WAQA 173, AQI 151).

Sensitive groups. People with preexisting health conditions and those who are sensitive to air pollution are among those most likely to experience health problems from exposure to wildfire smoke. Examples of sensitive groups include:

- People with lung diseases such as asthma or chronic obstructive pulmonary disease (COPD), including bronchitis and emphysema, and those who smoke;
- People with respiratory infections, such as pneumonia, acute bronchitis, bronchiolitis, colds, flu, or those with, or recovering from COVID-19;
- People with existing heart or circulatory problems, such as irregular heart beat, congestive heart failure, coronary artery disease, angina, and those who have had a heart attack or stroke;
- Children under eighteen years old, and adults over age sixty-five;
- Pregnant women;
- People with diabetes;
- People with other medical or health conditions which can be exacerbated by exposure to wildfire smoke as determined by a physician.

- (2) The right to obtain medical treatment without fear of reprisal.

Employers must allow employees who show signs of injury or illness due to wildfire smoke exposure to seek medical treatment and may not punish affected employees for seeking such treatment. Employers must also have effective provisions made in advance

for prompt medical treatment of employees in the event of serious injury or illness caused by wildfire smoke exposure.

- (3) How employees can obtain the NowCast PM_{2.5} in the air. Various government agencies monitor the air at locations throughout Washington and report the NowCast PM_{2.5} for those places. Both the Washington air quality advisory (WAQA) and the Air Quality Index (AQI) use the air quality data from these regulatory monitors. While both the WAQA and AQI use the same data to provide an indicator of how unhealthy the current air quality is, the WAQA uses lower thresholds for reporting the health hazard.

Although the government monitoring stations may measure several pollutants, this chapter only uses PM_{2.5}. There are several ways to determine the PM_{2.5} levels. Note that if you choose to use an index such as WAQA or AQI, use the following table to find the equivalent WAQA or AQI for PM_{2.5}.

NowCast PM _{2.5} in Micrograms per Cubic Meter (µg/m ³)	NowCast Washington Air Quality Advisory (WAQA)	NowCast Air Quality Index (AQI)
20.5µg/m ³	101	69
55.5µg/m ³	173	151

- (4) Some sources to obtain this data include:

(a) NowCast PM_{2.5}, available at:

- U.S. Forest Service AirFire website <https://tools.airfire.org/monitoring>

(b) NowCast AQI, available at:

- U.S. EPA AirNow website <https://www.airnow.gov/>
- “EPA AirNow” mobile app (free)
- U.S. Forest Service AirFire website <https://tools.airfire.org/monitoring>;
- EPA Enviroflash.info <http://www.enviroflash.info/> (provides notifications)

(c) NowCast WAQA, available at:

- Washington Air Monitoring Network website <https://enviwa.ecology.wa.gov/home/map>;
- “Air Quality WA” mobile app (free)
- Washington Smoke Information website <https://wasmoke.blogspot.com/>
- Employees who do not have access to the internet or phone can contact their employer for the NowCast PM_{2.5}.

<i>Air Quality Index (AQI) - Categories for PM_{2.5}</i>	
<i>Index Value</i>	<i>Description of Air Quality</i>
0 to 50	Good

51 to 100	Moderate
101 to 150	Unhealthy for Sensitive Groups
151 to 200	Unhealthy
201 to 300	Very Unhealthy
301 to 500	Hazardous

- (5) The requirements of WAC 296-62-085 through 296-62-08590, wildfire smoke rule. If employees may be exposed to wildfire smoke, then the employer is required to:
- (a) Check the NowCast PM2.5 before and periodically during each shift.
 - (b) Provide training to employees if they are exposed to wildfire smoke at NowCast PM2.5 levels of 20.5µg/m³ (WAQA 101, AQI 69) or more.
 - (c) Implement a two-way communication system.
 - (d) Provide engineering and administrative controls when the NowCast PM2.5 is 55.5µg/m³ (WAQA 173, AQI 151) or more if feasible.
 - (e) Provide respirators and encourage their use when the NowCast PM2.5 is 55.5µg/m³ (WAQA 173, AQI 151) or more.

Employers shall alert employees when the NowCast PM2.5 is 55.5µg/m³ (WAQA 173, AQI 151) or more, and what protective measures are available to employees.

Employers shall encourage employees to inform their employers if they notice the air quality is getting worse, or if they are suffering from any symptoms due to the air quality, without fear of reprisal. The employer's communication system is: Text, phone or email to a building or district secretary, or administrator.

- (6) The employer's methods to protect employees from wildfire smoke. Employers are encouraged to act to protect employees from wildfire smoke when the NowCast PM2.5 is 20.5µg/m³ (WAQA 101, AQI 69) and must act to protect employees from wildfire smoke when the NowCast PM2.5 is 55.5µg/m³ (WAQA 173, AQI 151). Examples of protective methods include:
- (a) Locating work in enclosed structures or vehicles where the air is filtered.
 - (b) Changing procedures such as moving workers to a place with a lower PM2.5.
 - (c) Reducing work time in areas with unfiltered air.
 - (d) Increasing rest time and frequency and providing a rest area with filtered air.
 - (e) Reducing the physical intensity of the work to help lower the breathing and heart rates.

- (7) The importance, limitations, and benefits of using a respirator when exposed to wildfire smoke.

Respirators can be an effective way to protect employee health by reducing exposure to wildfire smoke, when they are properly selected and worn. Respirator use can be beneficial even when the PM_{2.5} is 20.5µg/m³ or lower, to provide additional protection. When the NowCast PM_{2.5} is 20.5µg/m³ (WAQA 101, AQI 69) or more, employers are encouraged to make proper respirators available to workers who may choose to use them voluntarily. When the NowCast PM_{2.5} is 55.5µg/m³ (WAQA 173, AQI 151) or more, employers must make proper respirators available to workers who may choose to use them voluntarily. If an employer declines to provide respirators to a worker below NowCast PM_{2.5} of 55.5µg/m³ (WAQA 173, AQI 151), the worker may request to provide their own respirator for voluntary use. The training contained in this section, meets the requirements for voluntary use respirator training.

A respirator should be used properly and kept clean. The following precautions must be taken:

- a) Employers shall select respirators certified for protection against the specific air contaminants at the workplace. NIOSH, the National Institute for Occupational Safety and Health of the U.S. Centers for Disease Control and Prevention certifies respirators. A label or statement of certification should appear on the respirator or respirator packaging. It will list what the respirator is designed for (particulates, for example). KN95 respirators may also be used if adequate supply of NIOSH approved respirators is not available. Surgical masks or items worn over the nose and mouth such as scarves, T-shirts, and bandannas will not provide protection against wildfire smoke. An N95 filtering facepiece respirator, shown in the image below, is the minimum level of protection for wildfire smoke.
- (b) Read and follow the manufacturer's instructions on the respirator's use, maintenance, cleaning and care, along with any warnings regarding the respirator's limitations. The manufacturer's instructions for medical evaluations, fit testing, and shaving should also be followed to ensure the best protection against wildfire smoke, although doing so is not required for voluntary use of filtering facepiece respirators.
- (c) Do not wear respirators in areas where the air contains contaminants for which the respirator is not designed. A respirator designed to filter particles will not protect workers against gasses or vapors, and it will not supply oxygen.
- (d) Employees should keep track of their respirator so that they do not mistakenly use someone else's respirator.

(e) Employees who have a heart or lung problem should ask their doctor before using a respirator.

(8) How to properly put on, use, and maintain the respirators provided by the employer.

To get the most protection from a respirator, there must be a tight seal around the face. A respirator will provide much less protection if facial hair interferes with the seal. Loose fitting powered air purifying respirators may be worn by people with facial hair since they do not have seals that are affected by facial hair.

The proper way to put on a respirator depends on the type and model of the respirator. For those who use an N95 or other filtering facepiece respirator mask that is made of filter material:

- (a) Place the mask over the nose and under the chin, with one strap placed below the ears and one strap above.
- (b) Pinch the metal part (if there is one) of the respirator over the top of the nose so it fits securely.
- (c) Perform a seal check:
 - (i) Cover the respirator with both hands and exhale. If air leaks where the respirator seals against the face, readjust the respirator and nosepiece and try again. When a proper fit is achieved, the respirator should bulge from the face and not leak around the seal.
 - (ii) Cover the respirator with both hands and inhale. If air leaks where the respirator seals against the face, readjust the respirator and nosepiece and try again. When a proper fit is achieved, the respirator should collapse slightly and not leak around the seal.

Appendix D

Respiratory Protection Program Supplement

WAC 296-841 & 296-842

Voluntary Use of Filtering Face-Piece Respirators (Dust Mask)



Introduction

Most School district employees are not required to wear respiratory protection, but may voluntarily wear Filtering Face-Piece Respirators (dust-masks) for comfort. Silicon rubber or other respirators will not be worn by employees in the workplace without consent and written permission from the School District Safety Manager or a school administrator.

Below are two examples of respirators that **will not be worn** in school district workplaces without establishment of a formalized Respiratory Protection Program developed specifically for each procedure where form-fitting respirators are required or electively worn.



The following requirements must be completed before any respiratory other than a dust-mask type is worn:

- A comprehensive evaluation of employee exposure requiring the use of a respirator. This evaluation should include air monitoring and assessment of engineering and administrative controls.
- Certification from a medical provider that the individual may safely wear the respirator. (This must be accomplished prior to ever wearing the respirator).

- Fit-testing of the respirator by a competent person.
- Training on selection, properly wearing, storing and taking care of the respirator
- A trained and designated Respiratory Protection Manager.
- A written Respiratory Protection Plan.

The school district's Safety Program Manager is responsible to oversee administration of the voluntary use of Filtering Face-Piece Respirators (dust masks) in our district.

Dust Masks (filtering face-pieces)

These simple, two-strap disposable dust masks are designed only for dusts. They are not as protective as other respirators, but do an adequate job in many cases, unless the dust is really toxic or copious. Don't confuse these two-strap masks with the less protective one-strap dust mask designed only for pollen or non-toxic dust.

Selection of Filtering Face-Piece Respirators

Filtering face-piece respirators (dust masks) may be used by employees in the following locations or positions or doing the following duties, tasks or activities:

Employee position or activity	Dust or type of material of concern	Respirator Worn	When used (routinely, infrequently, or in emergencies)

VOLUNTARY USE OF FILTERING FACEPIECE RESPIRATORS

Required to be given to employees voluntarily wearing filtering face respirators

Table 2
Advisory Information for Employees
Who Voluntarily Use Respirators

- Respirators protect against airborne hazards when properly selected and used. Respirator usage that is required by DOSH or your employer is not voluntary use. With required use, your employer will need to provide further training and meet additional requirements in this chapter. DOSH recommends voluntary use of respirators when exposure to substances is below DOSH permissible exposure limits (PELs) because respirators can provide you an additional level of comfort and protection.

- If you choose to voluntarily use a respirator (whether it's provided by you or your employer) be aware that **respirators can create hazards for you**, the user. You can avoid these hazards if you know how to use your respirator properly **and** how to keep it clean. Take these steps:

- Read and follow all instructions provided by the manufacturer about use, maintenance (cleaning and care), and warnings regarding the respirator's limitations.
- Choose respirators that have been certified for use to protect against the substance of concern. The National Institute for Occupational Safety and Health (NIOSH) certifies respirators. If a respirator is not certified by NIOSH, you have no guarantee that it meets minimum design and performance standards for workplace use.
 - A NIOSH approval label will appear on or in the respirator packaging. It will tell you what protection the respirator provides.
- Keep track of your respirator so you do not mistakenly use someone else's.
- Do **not** wear your respirator into:
 - Required use situations when you are only allowed voluntary use.
 - Atmospheres containing hazards that your respirator is not designed to protect against. For example, a respirator designed to filter dust particles won't protect you against solvent vapor, smoke, or oxygen deficiency.

Recommended to be filed in Employee's Personnel Record

I have read and received a copy Table 2, Advisory Information for Employees Who Voluntarily Use Respirators (including dust masks).

Employee Name: _____ **Dept:** _____

Signature: _____ **Date:** _____

VOLUNTARY USE OF FILTERING FACEPIECE RESPIRATORS (DUST MASKS)

1. FILTERING FACEPIECE RESPIRATORS AND OSHA REQUIREMENTS

- ☐ Voluntary use is defined as use for employee comfort purposes only. No hazard exists that requires use of a respirator and the use of the respirator does not produce any additional hazard.

2. HOW TO USE AND WEAR A FILTERING FACEPIECE RESPIRATOR

- ☐ Inspect respirators prior to use, including new units out of the box. Check for rips and tears. Make sure straps are securely attached, nose piece is attached properly, and that no obvious defects exist.
- ☐ Proper use of the respirator is important. Without it, the respirator is ineffective against the workplace contaminants. Follow manufacturers' instructions for use.
- ☐ Beards and other facial hair negate the effectiveness of the respirator because they prevent an adequate seal between the respirator and the face. Skin afflictions, such as dermatitis, or scars, could affect the ability to produce a seal.
- ☐ User seal checks confirm that an adequate seal with the face is achieved when the mask is applied. User seal checks should be done every time the mask is put on and every time it is re-adjusted on the face.

3. LIMITATIONS OF PPE

- ☐ Filtering face piece respirators are only useful for protection against particulates. They are not to be used in oxygen-deficient atmospheres or atmospheres that contain hazards that are immediately dangerous to life and health (IDLH). Odors will still be noted when using the respirator because it does not filter out gases or vapors. The respirator will not provide adequate protection if a good seal with the face is not achieved.

4. CARE, MAINTENANCE, USEFUL LIFE AND DISPOSAL OF PPE

- ☐ Filtering Face piece Respirators are considered disposable PPE. They cannot be cleaned, especially when they become wet or soiled. They cannot be shared with other employees.
 - ☐ New respirators should be stored in a clean, dry location, protected from sunlight, chemicals, water, and physical damage.
-

DUST MASK FITTING INSTRUCTIONS

February 12, 2015



- 1** Hold respirator in hand with molded nose contour (narrow end) at finger tips, allowing head straps to fall below hand.

- 2** Place respirator under chin with molded nose contour (narrow end) up. Flange must not be creased inside respirator. Raise top strap to top back of head. Pull shorter bottom strap over head, below ears, to around neck. Do not wear with only one strap.



- 3** Adjust respirator for comfortable fit.



- 4** Each time user enters contaminated area seal should be fit checked. Cover front of respirator by cupping both hands. **INHALE SHARPLY.** A negative pressure should be felt inside respirator. If any leakage is detected at respirator edges, adjust straps by pulling back along the sides and/or reposition respirator. Repeat until sealed properly, otherwise see your supervisor. Entry into a contaminated area with an improper fit may result in sickness or death.

Note:

- These respirators are not for use with beards or other facial hair that prevents direct contact between the face and sealing surface of the respirator.
 - Do not reuse or store for reuse or hang around neck.
 - Discard the mask if you notice difficulty breathing while wearing the mask. Over time, dust particles will cover the mask; discard the dust mask when this occurs.
-

Rental or Lease of District Real Property

When district real property is not needed, the board has the authority to call for bids to rent or lease any surplus real property. A notice of the intent to rent or lease property will be published in a newspaper of general circulation in the district at least 45 days before the rental or lease takes effect, if the value of the rental or lease is \$10,000.00 or more. The district may establish a minimum acceptable bid based upon the fair market value, provided that such minimum bid is non-discriminatory within classes of users.

Such property will be rented or leased for lawful purposes. The rental or lease will be in the best interests of the district and not interfere with the conduct of the district's educational program and related activities. The lease or rental agreement shall permit the recapture of the leased or rented surplus property should such property be needed for school purposes in the future unless proximity to an international airport precludes the possible or appropriate use of the property for a school, or the property is leased or rented for affordable housing purposes.

Proceeds from rental or lease of district property which are in excess of the operational costs incurred for such rental or lease will be deposited in the capital projects fund or debt service fund.

At the option of the board of directors, after evaluating the sufficiency of the school district's capital projects fund for purposes of meeting demands for new construction and improvements, moneys derived from the lease or rental of real property may be deposited into the district's general fund to be used exclusively for nonrecurring costs related to operating school facilities, including but not limited to, expenses for maintenance.

The Board is not required to adopt the following language but has the option to add this stricter requirement. This sample language includes an exception for property rented or leased as a personal domicile: It is a violation of district policy for any person, including a renter or leaser to knowingly carry a firearm or dangerous weapon on district premises. "Premises" includes district property, including rental property, used exclusively for school district activities and does not extend to a property rented or leased as a personal domicile.

Cross References: 4210 - Regulation of Dangerous Weapons on School Premises

Legal References: RCW28A.335.040 Surplus school property, rental, lease or use of — Authorized — Limitations
RCW28A.335.050 Surplus school property, rental, lease or use of — Joint use — Compensation — Conditions generally
RCW28A.335.060 Surplus school property, rental lease or use of — Disposition of moneys received from
RCW28A.335.070 Surplus school property, rental, lease or use of — Existing contracts not impaired
RCW28A.335.080 Surplus school property, rental, lease or use of — Community use not impaired

Commented [DV1]: The updated policy retains the original provisions regarding the board's authority and notice requirements.

Commented [DV2]: The updated policy includes a new clause allowing the district to reclaim leased property if needed for school purposes, with specific exceptions.

Commented [DV3]: The updated policy introduces an optional stricter requirement regarding the prohibition of firearms and dangerous weapons on district premises. Recommending we adopt this language for use just in case.

Commented [DV4]: The updated policy includes more structured formatting, new cross-references, and updated legal references and management resources.

RCW28A.335.090Conveyance and acquisition of property —
Management— Appraisal
RCW28A.335.130Real property — Sale — Use of proceeds

Management Resources: 2022 - June June
2020 - August Issue

Adoption Date:
Classification: **Essential**
Revised Dates: **12.05; 12.11; 10/01/2019; 08/20/2020;**