

Apollo Career Center



**Ohio Technical Center
Staff Infrastructure Policy and Procedure
Manual
2023-2024**

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Training Plan for Work-Based Activities

Apollo Career Center Training Plan for Work-Based Activities

GOAL:

To ensure that all structured learning activities presented are safe, supervised, and present the learner with the opportunity to experience or engage with the learning objective in the career.

ACTIVITIES:

Each work-based activity has a written plan which incorporates the objective, scope of experience, and evaluation of student competencies. Site mentors (sometimes the instructor of the program when the activity is performed at the school facility working with the public) must agree to review the student's progress on a regular basis and provide written feedback and evaluations to Apollo staff on the student performance.

Activities are to directly replicate the learning objective of the skill taught in the program. They will be supervised by program manager/instructors to act as the direct contact with the employment site to monitor student progress, resolve any issues at the job site, and collect any necessary paperwork.

If applicable, all clinical agreements are up to date and on file with the program.

PERSONS RESPONSIBLE:

The Program Manager of each program will plan the work-based activity with the appropriate faculty of the program. The site supervisor will work with the instructor to assure that all safety requirements are met for both the student and the employer's site.

EVALUATION OF PLAN:

Each plan will be reviewed at the end of each program year with the appropriate staff and personnel from the employers' site.

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Job Placement Follow-Up Plan

Apollo Career Center Job Placement Follow-Up Plan

PURPOSE

To provide follow-up of placement services for all Apollo students and program completers.

IMPLEMENTATION

This plan is followed and maintained by the Management Review Team (MRT), program managers, support staff, and the instructional staff.

RESPONSIBILITIES

Individual program managers and/or their appointed faculty coordinate job placement follow-up within their field of expertise.

Placement for students is a collaborative effort between the instructors, program managers, and the support staff. Through the Occupational Advisory Committees from each program, local employers assist with placement of students and graduates. Follow-up from that placement is a collaborative effort.

Completers

1. Complete the occupational training programs and meet all the requirements for credentialing.
2. Have the desire and aptitude for their field of study.
3. Report job and/or career placement activities to program manager or instructor

Instructors

1. Communicate new job openings or career opportunities to students as directed by the program manager.
2. Report completers job placement to program manager as information becomes available via completer contact or contact with employers.
3. Be an active liaison between the graduates, program manager and business and industry.

Support Staff

1. Communicates messages to the appropriate Program Managers (i.e... job placements, and employer notices, etc.)
2. Transfers messages and phone calls to appropriate Program Managers.
3. Logs job placement in to the HEI reporting system
4. Logs job placement and employer information into Achademix's Follow-Up Manager

Program Managers

1. Compiles graduate job placement information from completers, non-grad completers and students.
2. Communicates job openings to graduates and students.
3. Keeps current on industry standards and Human Resources requirements for program.

4. Communicates with employers and maintains progressive relationships with members of business and industry.
5. Counsels completers and provides open and honest feedback to ensure success of graduate.
6. Follows up with completers and students to maintain placement records.
7. Provides and maintains employment/employer information to HEI reporting annually and the COE Annual Report for the previous fiscal year.
8. Annually communicates results from employer and graduate surveys to faculty, occupational advisory committees, and administration to collaboratively improve the quality of programs and desired outcomes.

ACTIVITIES TO MEET GOAL:

- Under the supervision of the adult education administrators, Program managers and instructors are responsible for the follow-up of placement services. The staff provides full-time career program students and completers with placement assistance in regard to registration with Ohio Means Jobs, resumes, job search skills, interviewing skills and employment leads.
- Apollo Career Center's follow-up placement services are provided through each individual program by the program manager. This provides follow-up for students and program completers. Students and graduates also complete professional development to help with job readiness skills, resume writing, job placement and job leads. The program manager is also available to counsel completers as to the advantages and disadvantages of one company or position to another.
- Program managers and instructors maintain regular contact with potential employers. Employers are able to post jobs on the Apollo website for students to access. Program manager continually collect graduate placement information from industry partners.
- Each program manager makes at least 3 contacts each month with employers and reports their visits directly to the Director via their monthly report. Program managers maintain contact with present and past graduates and record updated information in the Follow-Up Manager in Achademix annually.

Each career program also has an Occupational Advisory Committee that meets annually and discuss employment and placement. Additionally, Apollo Career Center's Adult Education holds an annual Institutional Advisory Committee meeting to evaluate its entire scope of programs and services.

WHO, WHEN, & HOW EVALUATED?

The Apollo Career Center Placement Plan shall be reviewed no less than annually under the leadership of the Adult Director with support from administrators and program managers. The plan is evaluated by the Management Review Team (MRT) for effectiveness in practices and successful job placement results. These results are discussed and changes made based on results. The results are presented to the institution's Institutional Advisory Committee.

Apollo Adult Workforce Education Strategic Improvement Plan

Introduction:

The strategic plan for the Adult Workforce Division of Apollo Career Center was initiated in 2018 to update and revise the existing strategic 5-year plan. During the summer of 2023, Apollo Career Center Adult Education has started work on the strategic plan for the future. Prior to the initial strategic planning session, Apollo Career Center identified a new vision statement: Apollo Career Center will prepare students to be next ready to have a positive impact in our community. This vision statement was identified by the administration of the school as the basis for strategic planning and as the central theme of all future actions planned by entities of the district.

The plan will guide the actions of the Adult Workforce Education Division and will provide a blueprint for continuous improvement. Data analysis of enrollment, student and staff satisfaction, increased student support services and stronger partnerships with local business and industry will provide the benchmarks to measure the successful implementation of the strategic plan.

Timelines and specific benchmarks will be identified and developed as the plan is further integrated into the continuous improvement efforts of the division. Further development will incorporate more specific measurable action steps to be accomplished within identified timelines throughout the duration of the plan. These timelines will be included in the completed strategic plan.

Vision Statement: Apollo Career Center will prepare students to be next ready to have a positive impact in our community

Mission Statement: Choose Apollo, Change the Future.

Quality Statement: Apollo Career Center Adult Workforce Education serves to educate, train, or retrain individuals to gain employment, increase skills, and enrich lives.

Process for Development of the Plan

The district administration discussed desired outcomes for the strategic plan with the institutional advisory board for Adult Workforce Education and reviewed the previous strategic plan to identify common themes. Adult Education and High School staff members were brought together for an in-service day with the goal of developing a plan specifically for the district.

Staff members included the administration, administrative support, career technical program instructors, teaching assistants, the media relations coordinator, and other support personnel. Advisory committee members will be involved in further refinement as the plan continues to be developed. The completed plan will provide a map for continuous improvement actions for Apollo Career Center through 2023.

Strategy Objectives

Review and analysis of the SWOT analysis led to the identification of five strategic areas (objectives) which will be priorities for the continuous improvement efforts of the division for the next 5 years. The objectives included Career Development, Student Retention, Staff

Incentives, Security and Safety, Visual Esthetics. These areas were combined into strategic objectives and action steps were developed to assist in meeting these objectives. Persons of Prime Responsibility (PPR's) were also identified for each of the strategies. These staff members will take to lead in moving each of the strategies forward and further refining and defining the action steps and measurements to progress towards the goal.

Strategy Objective 1: Develop a formal Career Development/Placement/Student Services Program

Attainment Goal: 1-3 Years

- **PPR: Kayce, Tara, Sarah and Toby**
 - **Financial Resources via: Community Partnerships, Adult Education Admin Funds**

Strategies for achieving objective:

- Assess current program best practices and gaps/survey staff, advisory committees, and students feedback
- Investigate models and external partners
- Design services within budget and utilizing inside and outside resources
- Build better Placement/Internship opportunities. Explore technology solutions
- Provide more Counselor time and services
- Coordinate with Ohio Means Jobs to develop a placement/success counselor.

Evaluation Strategy: Assigned staff will work together to identify customer service, admission and placement short falls. A Job Description for a success coach will be developed with components to help to remedy shortfalls. Resources will be allocated to help fund the position.

Strategy Objective 2: Benchmark and develop formal student retention program

Attainment Goal: 1-5 Years

- **PPR: Lisa, Sarah, Tara, Toby**
 - **Financial Resources: Adult Education, Perkins 3% allocation**

Strategies for achieving objective:

- Form a study group to benchmark other retention programs exploring work/balance programs/childcare, student incentives ("Starbucks" type ideas), study table expansion, business early placement cooperation for program completion,
- Seek Employer input to create program
- Produce better student communication: newsletter and internal TV announcements
- Maintain and/or Increase 2018- 85% retention rate (Source: 2018 COE Annual Report- Completion Rate)

Evaluation Strategy: Managers will work with local business and industry to develop updated customized and current programming that helps retain students. Data will be examined in annual reporting for HEI and COE.

Strategy Objective 3: Develop, encourage, and reward; Adult Education Staff, Professional Development, including attraction and mentoring of new staff.

Attainment Goal: Continuous development through years 1-5

- **PPR: Kayce, Dana, Lila, and Tara**
 - **Financial Resources: Adult Education Funds, Program Cost Centers**

Strategies for achieving objective:

- Adult Education PD Day
- Explore formal Induction Program

- Utilize technology and online training
- Explore budget increases from internal and external resources

Evaluation Strategy: An Onboarding program will be developed by the responsible parties using input from staff. New staff will complete a survey at the end of the training to give feedback on the quality of training. MRT's will provide periodic feedback on staff trainings during meetings.

Strategy Objective 4: Provide security and safety that protects all students and staff without creating an unwelcoming environment.

Attainment Goal: Continuous development through years 1-5

- **PPR: Toby, Kayce, Nick, Tara, Ralph, Brock, School Resource Officer**
 - **Financial Resources: District Funds, Adult Education Funds**

Strategies for achieving objective:

- Build and document the Adult Education Department case and make change requests with endorsement of Adult Education Safety Committee
- Surveying students and staff
- Benchmark other Adult Education Program solutions

Evaluation Strategy: We will examine the Cleary Act data and any incident reports. The institution will evaluate all safety procedures during each months required drills. Drills will be documented by the district and will note any and all problems. Employees will complete required safety training. Nick Michel will report any one who has not completed the training to the Director. The safety committee will meet monthly and provide meeting minutes to all staff on the I:/Drive.

Strategy Objective 5: Improve the visual aesthetics of Building A02 and new Adult Education hallways and lobby.

Attainment Goal: Goal: 1-2 Years

- **PPR: Allison, Tara**
 - **Financial Resources: District Funds, Adult Education Funds**

Strategies for achieving objective:

- Identify work group and generate ideas
- Work with District Administration to explore Building A02 improvement recommendations
- Explore funding to implement recommended ideas
- Look at ways that safety and functionality can be brought to our space.

Evaluation Strategy: Building will have a more aesthetic appeal.

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Apollo Career Center Media Services Plan

Choose Apollo, Change the Future

Mission

The Apollo Career Center's Media Program ensures that students and staff are effective users of information by providing learning experiences utilizing modern information technologies that will promote the lifelong use of libraries and other resources to help students and staff stay informed in a rapidly changing world.

Scope and Availability

- To provide access to information through a wide range of resources in all formats.
- To provide access to a carefully selected and organized collection of diverse learning resources covering career/technical and academic curricula.
- To develop information-seeking knowledge through collaborative learning activities that develops skills for selecting, retrieving, analyzing, evaluating, synthesizing, and creating information in a variety of formats.
- To provide access to resources that stimulates an interest in reading, viewing, and using information for academic, career/technical, and recreational needs.
- To provide instruction and consulting assistance in the use of instructional materials and information technologies.
- To provide a facility that functions as the information center of the school, which is accessible, convenient and aesthetically inviting.
- There is a part-time Media Specialist available to accommodate student needs. The Media Specialist works 11am – 6:30pm Mon.-Thurs.
 - The Adult Ed Media Center is open 7:00am to 9:00pm Monday-Thursday and until 3pm on Friday.
 - Post-Secondary students can also access the High School Media Center by scheduling an appointment with the Media Specialist.
 - Access to electronic resources is 24/7.
- The media specialist offers student and staff trainings on technology as requested.

Current and Relevant Educational Materials

Apollo maintains current and relevant educational materials to both secondary and postsecondary students. These include periodicals, business, professional, technical, and industrial manuals, audio-visual equipment; internet access, and other materials to help fulfill the institution's purpose and support its educational programs.

This includes but is not limited to:

- Textbooks
- EBooks
- Online Resources

- Technology Devices
- INFOHIO resources
- Ohio Means Jobs Resources
- Video/Audio
- LMS

Staff Person Responsible for Implementation and Coordination

- **Media Specialist-** General District Holding and Reference Materials
- **Program Manager/ Instructor-** Content Specific Materials

Roles and responsibilities of Media Specialist and Program Manager /Instructor

- Maintain current and relevant educational materials to both secondary and postsecondary students. These include periodicals, business, professional, technical, and industrial manuals, audio-visual equipment; internet access, and other materials to help fulfill the institution's purpose and support its educational programs.
- Work to fulfill mission and goals of the Media Center.
- Work with instructional faculty and staff to keep current updated information for each career-technical area.
- Provide orientation to students, instructors, and staff on the resources available.
- Provide direction to students in researching and obtaining learning materials.
- Work with facilities director, instructors, and other administrators to replace and dispose of obsolete materials and equipment.

Orientation for User Groups

The objective of the Apollo Career Center Orientation for Technology Procedure is to make students knowledgeable about where and how to best utilize the available technology and media services to support the instruction given by each teacher for their particular training program.

1. Within their individual programs, students participate on a tour of the facility to introduce students to the myriad of resources available to support their learning. Students are shown the locations of the HS Media Center, Computer Labs, and Media Center.
2. Program managers and/or instructors explain the appropriate uses of technology during their prospective class and lab time, and while on the Apollo Career Center Campus.
3. Students read and sign the Apollo Student Handbook Agreement which includes the Internet Access Policy and the Computer Network Information/User Agreement.
4. Each program instructor states the appropriate use all technology devices per assignment.

Facilities and Technical Infrastructure

Meeting the needs of students, instructors and staff is essential to the Media Services Plan. The facilities and technical infrastructure necessary for using the media materials includes:

- Lap Tops
- WiFi
- iPads
- Interactive Projector

- Digital Signage
- Achademix
- MOODLE
- Classroom Technology/devices (Evolve, SimCharts, etc..)
- All students, staff, and instructors can use this technology. Apollo's IT department, under the direction of the IT Administrator, maintains it daily. Access to electronic resources is 24/7.
- The Media Center provides technology, iPad, Kindles, Apps, digital and print resources to instructors as requested.

Annual Budgetary Support

Collaboration with the Technology Manager & budgetary support to develop ongoing technology goals and integration to support the success of teaching/curriculum improvement goals and integrate technology into the Media Services. Annually and on a continual basis, Program Managers are able to purchase desired program content materials that are needed to meet their career-technical training program. All purchases shall be in accordance with the Board of Education policy governing such purchases. Each program manager or administrator shall be responsible for the requisition of the materials needed to provide quality instruction in his/her program of study. Requisitions shall be turned in to the administrative designee for approval. The administrative designee will forward approved requests to the accounting department for actual purchasing. Instructors for each program shall be responsible for issuing materials used in the program.

Who, When & How Evaluated?

The Apollo Career Center Media Services Plan shall be reviewed no less than annually under the leadership of the Adult Director with support from OTC instructors, and the program managers. Annually, the effectiveness of the Media Services Plan is evaluated with administration through input from Media Specialist, students, instructors and staff. Improvements are then made to improve or modify the current Media Services Plan available.

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Media Service Plan Quick Reference Guide:

Media Service	Who can use	When Available	Responsible Department/Person	Additional Services
Library/Media Center HS <ul style="list-style-type: none"> • Textbooks • EBooks • Online Resources • Technology Devices • INFOHIO resources • Ohio Means Jobs Resources • Video/Audio 	High School and Adult Students District Staff	8:00-6:30pm M-Th (Adult access to library is with instructor only – access to electronic resources is 24/7) Adult Ed Media Center Monday-Thursday 7a-9pm Friday until 3pm	Media Specialist designee Maintained Daily	Media Center offers student and staff trainings on technology as requested. Center provides technology, iPad Apps, digital and print resources to instructors as requested
Adult Ed Media Center <ul style="list-style-type: none"> • Textbooks • Online Resources • Ohio Means Jobs Resources 	High School and Adult Students District Staff	Appointments can be made with Media Specialist	Manager- IT Staff- IT Maintained Daily	Technology is available for outside campus use.
District Technology <ul style="list-style-type: none"> • Lap Tops • iPads • Interactive Projector • Digital Signage • Classroom Technology/devices 				

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Plan for Maintaining, Replacing and Disposing of Obsolete Equipment

Apollo Career Center **Maintaining, Replacing, or Disposing of Obsolete Equipment Plan and Policy**

PURPOSE

Apollo Career Center shall provide quality training on state-of-the-art equipment. The purpose of the plan for maintaining equipment and for replacing or disposing of obsolete equipment is to ensure that proper maintenance of equipment and properly replacing or disposing of obsolete equipment is provided for the career center. The written plan is regulated by the Adult Education Management Review Team (MRT). Equipment and the accompanying software, tools, supplies, etc. required to offer quality education will be provided in sufficient quantity and of the quality and nature required to support the instructional programs offered. Requests for new equipment purchases must be relevant to the programs and assist in a substantive way in skill development. Repair and replacement of infrastructure equipment will be based on needs as designated in the annual budget of each occupational program, the District Technology Plan or as deemed necessary in an emergency situation through the Permanent Improvement Fund.

IMPLEMENTATION

This plan is followed and maintained by the Superintendent, Treasurer's Office, Facilities Maintenance Manager, IT Director, the administration, and the instructional staff.

RESPONSIBILITIES

Treasurer

1. Delegates to Facilities Maintenance Manager
2. Reviews annual Inventory and 5-year physical inventory
3. Reviews repair request to determine whether replacement is necessary
4. Reviews request to dispose of equipment
5. Reviews request for new equipment, determining priority of requests

Maintenance

1. Ensures general housekeeping and maintenance of buildings and infrastructure is performed in a timely manner
2. Oversees vehicle and maintenance services
3. Schedules service on vehicles, mowers and equipment as needed
4. Oversees repair of vehicles, mowers, and equipment as needed
5. Completes other maintenance as assigned by Superintendent

Facilities Manager and IT Director

1. Maintains records of equipment (with tag numbers)
2. Tags new equipment according to Treasurer's office
3. Completes inventory of equipment by department annually
4. Initiates required procedures for disposal of obsolete equipment

Individual Instructors and Office Personnel

1. Completes routine maintenance and repair of equipment
2. Ensures student's safety in use and care of equipment
3. Maintains clean work areas and/or classrooms

4. Ensures students maintain clean, safe work areas
5. Reports any unsafe areas/practices
6. Maintains and repairs media equipment
7. Requests new equipment as needed
8. Completes property transfer forms when equipment is moved from department
9. Stores obsolete equipment or unsafe equipment in need of repair in secure area away from students
 - a. Reviews current equipment in use with occupational advisory committee members

Equipment falls into three categories: Technology Equipment (computers, printers, projectors, etc.), Industrial Equipment (program specific such as welding machines, machine tools, vehicle lifts, etc.), and Infrastructure Equipment (boilers, coolers, etc.). Maintenance of technology equipment is performed by the school IT Director (if applicable) and when necessary maintenance is secured through vendors. Industrial equipment maintenance is primarily handled by the instructional staff and students of the training program. Infrastructure Equipment is maintained by the maintenance staff.

PROCEDURE

Each faculty and staff member is involved, to one degree or another, in purchasing, inventorying, maintaining, and disposing of instructional equipment on the school's campuses. Specific procedures are listed below.

Purchasing -

Supplies and equipment shall be purchased in accordance with the Board of Education policy governing such purchases. Each program manager or administrator shall be responsible for the requisition of the materials needed to provide quality instruction in his/her program of study. Requisitions shall be created in SC View for approval by the administrative designee. The administrative designee will then forward approved requests to the accounting department for actual purchasing. Instructors for each program shall be responsible for issuing supplies used in the program.

Maintenance and Repair -

Maintenance and repair of equipment shall be conducted in accordance with acceptable standards. Normal maintenance and minor repairs shall be the responsibility of the program instructor or staff member. Efforts to repair items shall be made by staff persons having expertise in the area of malfunction prior to engaging professional repair services. The program instructor or staff member shall determine if the equipment needs repair beyond simple routine operational maintenance or upkeep. A request for repair shall be made using the *Maintenance/Service Work Order System* found on the Apollo website and it is automatically routed to the appropriate department. If bids for repairs are required, they are handled through the accounting department. Selected items shall be repaired through equipment maintenance agreements.

All emergency purchases and/or repairs of equipment are made in accordance through the Permanent Improvement Fund and can be requested by the program manager or administrator using the Equipment Request Form.

Storage and Inventory -

Storage space in shops and classrooms shall be limited to the equipment and tools used in the individual programs located in that space. Several designated storage areas may be used to store bulk quantities of paper products and related supplies. Storage spaces shall provide ample storage for obsolete equipment or temporarily out-of-service equipment until it can be processed for removal by the maintenance department. The Treasurer's Office is responsible for maintaining a formal physical inventory.

Asset Disposal and Obsolete Equipment –

In accordance with the Board of Education, the administrative designee, upon the request of the program manager, shall decide if inventoried equipment is obsolete or damaged beyond repair and should be disposed of. The person disposing of the property must complete an Asset Disposal Form. The form is then given to the Program Manager for signature and approval. The form and equipment are then sent to the Facilities Manager where approval from the Superintendent is sought and if the decision is made to dispose of the property for the reasons cited above. After disposal, the Treasurer's office is notified by the Facilities Manager and the inventory is updated.

ROLES AND RESPONSIBILITIES OF DESIGNATED STAFF MEMBERS

The Instructors are constantly using and monitoring the equipment and software used within their prospective programs to provide learning resources and media services to their students. The Information Technology Director, and staff work to meet the software and hardware needs of the district while the Facilities Manager work to meet the non-software and hardware equipment needs of the district. Adult Education Director and Program Managers organize, implement and supervise all full-time and part-time OTC programs at the campus, as well as, collaborate regularly with the other Program Manager at other campuses.

PLAN REVIEW

The Apollo Career Center Campuses Equipment Maintenance, Replacement or Disposition Plan is reviewed annually by the Adult Director and Program Managers in consultation with the Information Technology Director and Facility Manager.

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Plan that Addresses the Adequacy and Improvement of all Campus Facilities and Technical Infrastructure

Apollo Career Center

Addressing the Adequacy and Improvement of all Campus Facilities and Technical Infrastructure Plan

GOAL:

The Apollo Campus Physical Facilities and Campus Infrastructure plan is designed to ensure that the Apollo Campus maintain and improve the campus facilities and infrastructure. The overall plan is comprised of the following:

- Apollo Career Center Maintenance Plan
- Apollo Career Center Preventive Maintenance Plan
- Apollo Career Center Custodial Plan
- Apollo Career Center Project/Equipment Projection Plan

ACTIVITIES:

Apollo Career Center Facilities Manager maintains the plans, oversees the plans, and monitors the process of the plans.

Maintenance and custodial employees complete jobs, tasks, etc., as indicated by the custodial and maintenance plans. The Maintenance plan is developed in conjunction with the Facilities Managers in order to continue to deliver quality educational instruction with equipment and facilities in optimum working order.

All plans are available upon request with the Facilities Manager and his office personnel.

STAFF RESPONSIBLE:

Facilities Manager Operations

Apollo Career Center Campus Maintenance employees

Apollo Career Center Campus Custodial employees

EVALUATION OF PLAN:

Plans are evaluated annually by the management review team.

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Plan for the Ongoing Operation and Maintenance of all Physical Facilities and Technical Infrastructure

Apollo Career Center Ongoing Operation and Maintenance of all Physical Facilities and Technical Infrastructure Plan

OBJECTIVE:

We will provide quality and secure operations of service for all physical facilities and technical infrastructure of Apollo Career Center Campus.

ACTIVITIES:

The operation and replacement plan for our technical infrastructure is based off the maintenance and technology that we purchase:

1. All laptops are purchased with a three year plan of warranty.
2. All servers are purchased with a 5 year replacement warranty.
3. All switches are purchased with a 7 year replacement warranty.

The goal is to build resiliency into all networks. Diagrams of locations are provided from the Director of Information Technology upon request.

All facilities shall be maintained in accordance with local, state and federal requirements. Licenses to operate, if applicable, will be prominently displayed in each facility. Fire extinguishers will be maintained and replaced throughout the year, as needed. Inspection tags will be placed on all fire extinguishers at the time of inspection. Exit routes will be posted throughout each facility. The physical plan will comply with Americans with Disabilities Act based on the needs of students and staff. Every effort will be made to meet reasonable accommodation requests. Referrals regarding reasonable accommodations will be made to outside agencies when indicated. The school will conform to all relevant building codes and the buildings will be inspected annually by the local fire marshal to ensure compliance. All fire marshal inspections shall be kept on file in the Maintenance office. Any deficiencies shall be brought to the attention of the Apollo Career Center Facilities Manager for immediate correction.

PERSONS RESPONSIBLE:

Facilities Manager and staff – Physical Facilities

Director of Information Technology and staff – Technical Infrastructure

EVALUATION OF PLAN:

The Plan is evaluated on an annual basis at meetings by the Management Review Team

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Plans for Assuring the Health and Safety of the Institution's Employees, Students and Guests

Apollo Career Center

Assuring the Health and Safety of the Institution's Employees, Students and Guests Plan

OBJECTIVE

To provide procedures that ensure prompt and efficient handling of all accidents, sickness or emergency health care needs of students, staff, and guests.

SCOPE OF SERVICES

Although Apollo Career Center does not maintain a health services center, the health and safety of students, staff and guests is of primary concern. It is noted that students are able to gain practical experience during their educational programs. For programs that utilize invasive procedures for practical experience, it should be noted that OSHA protocol will be followed, including the use of non-expired supplies and equipment to ensure the health and safety of employees, students and guests. During the day, the School Nurse and Nursing Instructors are Registered Nurses, virtually all programs, secondary and adult, receive training in CPR and AED use, and many are trained in first aid as well. Some of the Public Safety instructors that are on campus (both day and evening), are licensed Emergency Medical Technicians and/or Paramedics. Apollo Career Center also has an Emergency Operation Plan (Appendix A).

First aid kits and eye wash stations are located in each necessary laboratory. Buildings are equipped throughout with Automatic External Defibrillators (AED). In the event of a significant injury or illness emergency services (EMS, fire and police) are requested (911).

ILLNESS/INJURY PROCEDURES

Students and staff who experience a minor illness during class should excuse themselves and return home after notifying the instructor or their immediate Program Manager. Guests who become ill should also excuse themselves from their visit to the school and leave school property. If the ill student, staff member, or guest is not able to return home or leave school property on their own, arrangements will then be made for someone to pick them up at school. For students, staff and guests who become seriously ill and are in need of emergency care, the Safety Plan for that campus becomes effective. The instructor or other staff member will immediately notify Campus Security and/or call 911 for assistance using a school desk telephone, if possible. If a student or guest is injured in a laboratory or elsewhere on school premises, the injured person is to be given immediate attention. Only properly trained staff members may aid the injured person. In cases of serious injury where emergency care is needed, the instructor or another staff member will make immediate notification to 911 and to the Campus's Main Office. Emergency contact information for students is maintained in the student's classroom by the instructor and/or the Program Manager. Emergency contact information for staff is collected by an Adult Education Administrative Assistant and is accessible through each program's manager or under the Staff Document section of Achademix.

REPORTING AND INVESTIGATING ACCIDENTS

All incidents resulting in serious injury or illness shall be reported immediately by completing the student Incident/Accident Injury Report form. Instructors and/or staff members are to complete the Incident/Accident Report form and submit the completed form to the Adult

Director through their Program Manager for follow up. Program Managers will be responsible for follow up communication with Instructors.

Reports of injury and/or serious illness are reviewed by the appropriate Program Manager, Adult Education Safety Committee, and Adult Director. The Safety Committee and Program Manager will conduct an investigation, if necessary, to determine the cause, accountability, system/equipment changes needed, and the need for updating illness/injury procedures.

Copies of the injury and illness report will be kept on a digital file and scanned in by an administrative assistant.

EMERGENCY PROCEDURES

The primary consideration in any emergency situation must be the safety of the students, staff and guests. Apollo Career Center has an emergency operation plan (appendix A) that has a campus-specific emergency plan that addresses Evacuation, Fire/Tornado/Lockdown drills, and response actions for specific incidents or emergency situations. Mounted nearby will be an evacuation map indicating the current location and the primary emergency egress route.

DISSEMINATION OF PLAN

Safety information is contained in the Student and Staff Handbooks. All students and staff receive a copy of their respective handbook and/or have access to them in the classroom or online. Students and staff wishing to provide input into the plan should share their comments with the campus Management Review Team.

Detailed campus-specific plans have been developed and are available in the office of the Adult Education Director. In addition, the plans are available on the Apollo Career Center website.

PLAN REVIEW

The Apollo Career Center plan for the health and safety of students, staff, and guests is reviewed and evaluated annually by the Management Review Team.

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Plan to Ensure the Privacy, Safety and Security of Data Contained within the Institution's Technical Infrastructure

Apollo Career Center Ensuring the Privacy, Safety and Security of Data Contained within the Institution's Technical Infrastructure Plan

OBJECTIVE:

Apollo Career Center takes every precaution available to ensure the privacy, safety, and security of data contained in our district's technology infrastructure.

ACTIVITIES:

In order to ensure the privacy, safety and security of data contained within the district's infrastructure, the following has been developed:

- Student information is protected from unauthorized access by the security measures provided within a Windows Client / Server environment. Access levels to the Windows Domain Security function is strictly controlled and under the direction of the Technology Services group members.
- We use Achademix, a student registration, scheduling and management system as the primary tool to track and manage student accounts throughout the course of their training here.
- Staff payroll and personnel management for district staff is primarily housed offsite at our ITC (Information Technology Center). ITC's within Ohio are a group of data centers and trained staff that specialize in providing various technology services for Ohio's public schools. Our ITC is the Northwest Ohio Area Computer Services Consortium, or NOACSC for short. ITC's were also referred to DA-Sites (Data Acquisition Sites), or A-Sites in the past. Access to these systems is authorized by the Treasurer and / or Superintendent. NOACSC maintains and backs up these systems and data.
- All network operating systems (Windows, ChromeOS and IOS) levels are updated regularly and kept at current levels. This practice keeps recent security patches and updates applied and in place. Multi-factor authentication (MFA) is used to login to the network servers for additional data protection.
- In addition, we schedule 'network days' several times a year during off-shift hours; these days are used to update and re-boot servers, apply firmware updates to network equipment, test our UPS's, and generally keep systems current.
- Application and instructional software are reviewed annually for use and viability. Contracts and / or service agreements are purchased or renewed during this time. It is normally in the April / May timeframe, and contract start and end dates normally run from July 1 of each year to June 30th of the following year, which aligns with our district fiscal year.
- Multi-year contracts for software are always reviewed for availability and use – some are more cost-effective over a number of years. Software costs, support expirations, vendor names, renewal periods, product versions and levels, etc. are all maintained annually and kept by the Information Technology Director.

- Apollo's local (on-site) services are housed internally (in the Main Building) in a secured environment with limited physical access.
- Our out-lying network communication closets, both within the main building and 2 separate buildings on-campus are also in secured, limited access areas. The 2 buildings are where student and instructional areas are housed and are:
 - Building 'B' (the Construction Equipment Technology or 'CET' Building) and
 - Building 'A' (the 'Lowry Building')
- Our network and systems attached to it are protected from unauthorized outside access with at least 3 layers of network protection:
 - Fortinet Firewalling devices present at NOACSC, our Internet Service Provider
 - iBoss Internet content filtering, which provides our systems with CIPA-compliant access to the Internet
 - Our local network-based virus and web scanning real-time protection tool, Sophos Protection.
- Our local systems are backed up daily with a system provided at NOACSC – those backups are stored off-site, at the NOACSC facility.
- Individual staff data stores (our 'H'-drives) are archived 2 times daily, at 07:00am and 12:00 noon – this provides a 'Previous Versions' capability within Windows to restore a lost or corrupt file for each user.
- Our Network Center is protected from electrical outage with a series of un-interruptible power supplies (UPS's) which provide battery backup power to all network servers and equipment within each equipment rack in that room for a short period of time. The duration of time each UPS provides power varies, based upon the amount and type of equipment plugged into each individual rack.
- In addition, we replaced a dedicated emergency power generator fueled by natural gas – this unit kicks on and provides full power approximately 10 seconds after a power disruption, and is in place for outages of a longer duration.
- The Network Center has a dedicated cooling / HVAC system, as does each of our network closets throughout the campus. These systems are separate and apart from the building environmental control and HVAC system, and also have dedicated emergency power.

PERSONS RESPONSIBLE:

Director of IT and IT Staff members (2 full-time)

EVALUATION OF PLAN:

The plan is evaluated by the Administrative Team on an on-going basis.

Default Management Plan for Title IV Loans

Apollo Career Center Default Prevention & Management Plan for Title IV Loans

GOAL:

The purpose of this Default Prevention and Management Plan is to promote student and school success by increasing retention and reducing delinquency and default. Schools and students receive benefits when schools implement the activities, techniques, and tools outlined in this plan. Schools benefit by avoiding any limitations on participation in the loan programs due to excessive cohort default rates (CDRs). Students benefit by having continued access to Title IV Student Financial Assistance Programs, learning good debt management practices, and establishing a healthy credit history. Schools that are actively committed to promoting student success help their students learn, graduate, obtain employment, and demonstrate financial responsibility through repayment of the funds borrowed to finance their education.

Coordination and implementation of the Default Prevention and Management plan is the responsibility of the Financial Aid office in conjunction with the Adult Ed Director and Program Managers.

Consequences of Default for Borrowers

Borrowers who default on student loans face serious consequences. Stafford Loans are considered in default after 270 days without payment. At the time of default, outstanding interest is capitalized and collection fees may be added, resulting in a loan balance that is higher than the amount borrowed. Defaulted loans are reported to credit bureaus, causing borrowers to sustain long-term damage to their credit rating. Defaulters may also face difficulty in securing mortgages or car loans, may have their wages garnished, and their federal income tax refunds and other federal payments seized. Until the default is resolved, collection efforts continue and the defaulter will be ineligible for additional federal student aid. The Department, guarantors, and servicers undertake many activities to prevent borrowers from defaulting. With a minimal amount of time, effort, and expense, schools can play a critical role in helping borrowers avoid the damaging consequences of default.

Consequences of Default for Schools

Schools may face serious consequences due to high CDRs. Consequences include the loss of participation in the Direct Loan, and/or Pell Grant programs. The objective of the Apollo Career Center Adult Education office is to reduce defaults, promote student and school success, help preserve the integrity of the loan programs, and reduce costs to taxpayers.

Management Strategies

The following strategies are used to manage Apollo Career Center's cohort default rate and promote responsible student borrowing:

- Awarding aid based on Apollo Career Center's established student cost of attendance and annual federal loan limits.
- The Financial Aid Office will offer loan counseling and provide financial literacy resources to borrowers throughout their attendance at the school –from enrollment, through graduation or withdrawal, and beyond.
- The Financial Aid Office monitors both entrance and exit counseling information to ensure that the required counseling sessions are completed by every student who has had a loan certified.

- The Financial Aid Office will timely and accurately report enrollment status to NSLDS to promote school and student success.
- The Financial Aid office will conduct a periodic review of defaulters to discern who is defaulting and why. A review of data can assist in determining common characteristics among defaulters. Causes for defaults may include: absent or incomplete internal procedures, practices, and communication, particular programs and course requirements or structure, and ineffective counseling.
- In order to maintain eligibility for financial aid, students must be making satisfactory academic progress (SAP) toward a certificate.
- Students who were dismissed for financial aid and/or academic probation violations and subsequently reinstated via the appeal process may have loans reduced or eliminated until satisfactory academic progress is re-established.
- Exceptions may be approved by the Director of Adult Education and the Financial Aid Office.

Wright International Student Services (WISS)

In addition to the above mentioned management strategies, Apollo Career Center has also contracted with Wright International Student Services (WISS) to assist in our default management and prevention efforts for our delinquent students. Apollo Career Center provides access to a school portfolio report from NSLDS to WISS. This report will include all accounts for students who have obtained a Title IV student loan through Apollo Career Center, and have graduated or withdrawn. Apollo Career Center also has provided WISS with access to all loan servicers in which Apollo's Title IV student loans are serviced.

WISS works on behalf of Apollo Career Center to contact delinquent students and assist in bringing their student loan account current and/or prevent their default. WISS will also attempt to locate students who have moved without a forwarding address or telephone number. WISS then sends Apollo a monthly summary of students that WISS is tracking and has assisted.

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Plan for Determining the Effectiveness of Student Personnel Services

Apollo Career Center

Plan for Determining the Effectiveness of Student Personnel Services

GOAL:

The goal of this plan is to use the survey results from students to improve Apollo Career Center programs and student personnel services.

SCOPE:

Student personnel services at this institution are directly concerned with the following aspect of student activities. This includes but is not limited to: Counseling Services, Career Development and Exploration, Orientation, Academic Success, Retention, Wrap-Around Services and Financial Aid.

ACTIVITIES TO MEET GOALS:

After completion of each class or program (short-term & full-time), Apollo Career Center adult students have the opportunity to complete a Training Evaluation Survey (based on the program). Results are given to the program managers. The manager then reviews and evaluates the effectiveness of the student personnel services for that class and/or program. From there, the manager collaborates with instructors for suggested improvements and/or actions to be taken, if necessary. Results are then shared with Program Manager and the Adult Education Director. Based on these results, the program manager or Adult Education Director will make and/or develop a plan to implement the necessary changes and address any areas of concern. The following areas are evaluated:

1. Physical Environment
2. Training Equipment
3. OTC Support Staff
4. Financial Aid Advisor
5. Overall Evaluation of Student Personnel Services
6. Program Instructors

PERSONNEL RESPONSIBILITIES:

The Support Staff will compile the results and share with Adult Ed Director, instructors and Program Manager. The OTC instructors and program manager will share with students and advisory committees at meetings. Results will be discussed and changes will be made in the programs if needed.

PLAN REVIEW:

The Apollo Career Center Plan for Determining Effectiveness of Student Personnel Services is reviewed annually by all managers and instructors.

Plan for the Institution's Placement Services

Apollo Career Center Institution's Placement Services Plan

The Adult Education department is committed to assisting students in finding jobs within their field of study. Students enrolled in career development programs are eligible for this service.

PURPOSE

To provide placement services for all Apollo Career Center students and program completers. The purpose of job placement is to enforce the Quality Statement that Apollo Career Center's Adult Education serves to educate, train, or re-train individuals to gain employment, increase skills, and enrich lives.

IMPLEMENTATION

This plan is followed and maintained by the Management Review Team (MRT), program managers, support staff, and the instructional staff.

RESPONSIBILITIES

Individual program managers and/or their appointed faculty coordinate job placement within their field of expertise.

Placement for students is a collaborative effort between the instructors and program managers. Through the Occupational Advisory Committees from each program, local employers assist with placement of students and graduates.

Apollo Career Center has membership in several area Chambers of Commerce and Apollo Career Center staff participates in job fairs and employment recruiting fairs. Local employers visit classrooms and speak to current students about job openings and employer expectations.

Upon completion of programs, students receive a career passport containing certifications, and/or competencies showcasing proficiency in competency based-areas.

Students

1. Complete the occupational training programs and meet all the requirements for graduation.
2. Participate in program professional development.
3. Have the desire and aptitude for their field of study.

Instructors

1. Communicate job openings to students as directed by the program manager.
2. Post job openings in the classroom, email, website and social media as directed by the program manager.
3. Be an active liaison between the students, graduates, and business and industry.

Support Staff

1. Communicates messages to the appropriate Program Managers (i.e... job openings, help-wanted emails and ads, etc.)

2. Transfers messages and phone calls to appropriate Program Managers.

Program Managers

1. Compiles job file/listings of openings in communications to graduates and students.
2. Communicates job openings to graduates and students.
3. Keeps current on industry standards and Human Resource requirements for program.
4. Communicates with employers and maintains progressive relationships with members of business and industry.
5. Counsels students and provides open and honest feedback to ensure success of graduates.
6. Coordinates Professional Development to provide counseling and orientation to students with resume building, interviewing techniques, job searching, creation of “OhioMeansJobs” account
7. Follows up with students and maintains placement records.
8. Provides and maintains employment/employer information to VE-26 ODHE reporting annually and the COE Annual Report.

ACTIVITIES TO MEET GOAL:

Under the supervision of the Adult Director, the administrators, program managers, and instructors are responsible for the coordination of placement services. The staff provides full-time career program students and completers with placement assistance in regard to registration with Ohio Means Jobs, resumes, job search skills, interviewing skills and employment leads.

The program managers at Apollo Career Center Career provide placement services for all students and program completers. Students and graduates are also able to make an appointment to meet with manager of their program of study to help with job readiness skills, resume writing, job placement and job leads. The manager is available to counsel students as to the advantages and disadvantages of one company or position to another.

The program managers and instructors maintain regular contact with potential employers. Employers are able to post jobs on the Apollo website for students to access. Students are also required to make an account through the Ohio Means Jobs website to be able to access job leads, career pathways, occupational searches, and budget calculators in preparation for job placement.

Each Program Manager makes at least 3 contacts each month with employers and reports these visits directly to the Director. Program Managers maintain contact with present and past students and recorded in the monthly manager reports.

Each career program also has an Occupational Advisory Committee that meets at least annually and discusses employment and placement. Additionally, Apollo Career Center’s Adult Education holds an annual Institutional Advisory Committee meeting to evaluate its entire scope of programs and services.

WHO, WHEN & HOW EVALUATED?

The Apollo Career Center Placement Services Plan shall be reviewed no less than annually under the leadership of the Adult Director with support from instructors and the program managers. The plan is

evaluated by the Management Review Team (MRT) for effectiveness in practices and successful job placement results. These results are discussed and changes made based on results. The results are presented to the institution's Institutional Advisory Committee.

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Admissions Procedures

Apollo Career Center Admissions Policy

To enroll in one of Apollo Career Center's training programs, a student must complete the following steps:

- 1) Complete and sign a Registration Form for the Program enrolling into.
- 2) Provide a valid high school diploma (or transcript) or GED
 - a. Exceptions: State Tested Nurse Aide, Emergency Medical Technician Basic (EMT), and Truck Driving do not require proof of high school graduation or equivalent.
 - b. Homeschool Diploma: Homeschooled applicants must submit documentation that the curriculum provided meets state requirements for homeschooling.
 - c. Foreign Diploma: If your diploma is from a foreign country, you must:
 - i. Have the diploma translated into English
 - ii. Once the diploma has been translated into English, it must be reviewed by a credential evaluator to determine if it is the equivalent to a U.S. diploma.
 - iii. Student must submit the credentialed evaluator's determination information in its original format.
 1. A list of evaluators who belong to The National Association of Credential Evaluation Services can be found online at <https://www.naces.org/> .
Evaluators do charge for this service and it can take several weeks, so be sure to start this process early in your enrollment process
- 3) Provide a valid Photo I.D.
- 4) Certain programs require testing for admittance and have specific eligibility requirements. Contact the Program Manager for specific requirements for your program of interest.
- 5) Secure payment of the program through cash, check, debit/credit card, payment plan, financial aid or third party agreement/voucher.

PROGRAM SPECIFIC POLICIES AND PROCEDURES

You may be provided a handbook that reflects policies and procedures specific for the program in which you are enrolled.

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Policy on Transfer of Students and Earned Credits

CREDIT FOR PREVIOUS TRAINING – Transfer in Students

CREDIT FOR PREVIOUS TRAINING

Apollo Career Center will review transcripts from previous training in the field of study in which they are enrolling. This includes transcripts within Apollo as well as from other institutions where credit was earned.

Students may earn advanced standing in their program for previous training earned at Apollo Career Center, another institution, and/or the military. Requests for credit for previous training or transfer of hours will be reviewed and approved or denied on a case-by-case basis by the appropriate Program Manager.

If credit is granted, the program hours and tuition will be prorated accordingly. Apollo Career Center reserves the right, on a case-by-case basis, to not extend credit. Students are required to meet all enrollment requirements of Apollo Career Center prior to transfer approval.

CREDIT FOR PREVIOUS TRAINING – Transfer between Programs

Transfer between programs is only allowed during the first three days of the program start date. The transfer will be considered only if there is space available and must be approved by the Adult Director. There will be no credit issued. Application fees are not transferable between programs.

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Orientation to Technology for Students

Apollo Career Center **Orientation to Technology for Students Policy**

OBJECTIVE

The objective of the Apollo Career Center Orientation for Technology Procedure is to make students knowledgeable about where and how to best utilize the available technology and media services to support the instruction given by each teacher for their particular training program.

1. Within their individual programs, students participate on a tour of the facility to introduce students to the myriad of resources available to support their learning. Students are shown the locations of the HS Media Center, Computer Labs, and Media Center.
2. Program managers and/or instructors explain the appropriate uses of technology during their prospective class and lab time, and while on the Apollo Career Center Campus.
3. Students read and sign the Internet Access Policy and the Computer Network Information/User Agreement in the student handbook.
4. Each program instructor states the appropriate use all technology devices per assignment.

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System for Standard and Emergency Purchases to Assure the Acquisition and/or Repair of Equipment and Instructional Supplies

Apollo Career Center System for Standard and Emergency Purchases to Assure the Acquisition and/or Repair of Equipment and Instructional Supplies Policy

Instructional Supplies Systems and Policies

Staff are expected to do weekly examinations of equipment and supplies to ensure that they respond in a timely manner in identifying potential needs.

A: Purchases

General Purchases *

1. Instructor and program manager must research the needed items or services and develop a price quote. Quotes should include shipping, if needed, and should not include sales tax. This policy can apply to purchases, repairs or routine maintenance procedures.
2. The instructor or program manager must complete a purchase order in SC View.
3. After the purchase order is created, it's automatically sent to the immediate supervisor for approval.
4. After the PO is signed by the supervisor the PO must have final approval from the superintendent.
5. The processed PO will then be emailed to the instructor/program manager, or mailed to the vendor based on what is indicated on the PO.
6. Staff may not order or purchase any items until they have received a processed PO.

Permanent Improvement Purchases. *

1. Each year program managers will submit a request of permanent improvement equipment, instruction and technology needs for each department. Instructors will complete a PI form and indicate if items are an immediate need, want or future need.
2. Permanent improvement items are items that are \$500.00 or over in cost and are expected to last at least 5 years.
3. District administration will gather all necessary information in making the allocation decisions. The total PI allocation amount is decided by the treasurer's office.
4. Once approved each item will be assigned a line item number that should be indicated on the PO that is submitted to your supervisor.

Emergency Purchases

Per the Board of Education policy, in cases of emergency or urgent necessity, the Director of Adult Education has an authorized credit card for emergency purchases.

1. District staff is encouraged to routinely inspect equipment and supplies so that they are prepared for equipment and instructional resource needs. Should an emergency need arise, instructors should contact their supervisor immediately. The program manager will still be required to follow the

general purchase procedure but will be able to request an expedited processing by the treasurer's office.

2. All emergency purchases must be approved by the Director and Superintendent before processing. This approval can be by signature or digital confirmation.
3. This emergency policy applies to the following:
 - a. Equipment repair
 - b. Equipment Purchase

All Vendors must be set up in the Treasurer's office system prior to purchases being made. Apollo Career Center will also need the IRS Form W-9 from the vendor before Apollo can issue payment.

Until a purchase order is issued, purchases cannot be made on behalf of Apollo Career Center and employees may be held personally responsible for the cost of the items purchased without proper authorization.

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Student Loan Repayment Program Addressing Loan Information, Counseling, Monitoring and Cooperation with Available Lenders

Direct Loans

Direct Subsidized Loan* - A subsidized loan is awarded on the basis of need. A student may be eligible to request a maximum of \$3,500 for the first year of undergraduate study. There is no interest charged while the student is in school at least half time, during the grace period and during authorized periods of deferment. Repayment usually begins six months after the borrower ceases to be enrolled in the program.

Direct Unsubsidized Loan* - An unsubsidized loan is not awarded on the basis of need, and the student is responsible for interest that accrues during in-school, deferment, grace, and repayment periods. The unsubsidized loan is the difference between the cost of attendance and other aid (including subsidized loan) not to exceed \$5,500 for a dependent student and \$9,500 for an independent student, for the first year of undergraduate study. Repayment usually begins six months after the borrower ceases to be enrolled in the program.

*Programs of less than 900 hours or less than 26 weeks will be prorated down based on the number of hours or number of weeks in the student's program.

Direct Parent Loan to Undergraduate Student (PLUS) – Plus loans are meant to provide additional funds to dependent students for expenses. Parents may borrow up to the cost of education, minus other aid received by the student. Repayment begins approximately sixty days after final loan disbursement is made. A parent can change the repayment plan at any time by contacting the Loan Servicer.

INTEREST RATES

Fixed rates as of July 1, 2023:

Subsidized: 5.50%

Unsubsidized: 5.50%

Plus Loan: 8.05%

NOTE: Federal student loans will not be certified until the ISIR or SAR has been received and the student's financial aid file is complete.

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RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING FINANCIAL AID

You have the right to know:

- What financial aid programs are available
- Deadlines for submitting applications for aid
- How your financial aid will be distributed
- How your financial need was determined
- The school's refund policy
- What portion of your aid package is "gift aid" and what must be repaid
- The effect outside scholarships may have on your financial aid offer
- If the aid is a loan, you have the right to know the interest rate, repayment amount and procedures, length of time to repay and when repayment begins
- How the college determines if you are making satisfactory academic progress, and what happens when you are not
- You have the right to accept, decline or seek adjustment to your financial aid offer
- Information you give to the Office of Financial Aid will be treated confidentially
- You may contact the Office of Financial Aid if you believe that special conditions exist affecting your financial need that warrants an adjustment to your financial aid package. If you experience a change in family circumstances, such as loss of employment, death, separation or divorce, extremely high medical expenses that affect your ability to pay your educational costs, a request for a review of your special circumstance may be appropriate.

It is your responsibility to:

- Apply for financial aid every year
- Complete the FAFSA application form accurately and submit it on time
- Provide correct information. Information found to be knowingly falsified may be referred to the U.S. Department of Education, Office of Inspector General.
- Provide all additional documentation requested by the Financial Aid Office
- Read all forms you sign
- Keep copies of all your financial aid records
- Complete the required entrance and exit counseling sessions
- Repay all loans in accordance with the terms of your promissory notes
- Notify your lender if any of the following occurs before your loan is repaid: change of name, change of address
- Notify the Financial Aid Office if you change your enrollment status (i.e. full-time to below full-time)

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ENTRANCE AND EXIT LOAN COUNSELING SESSIONS

Recipients of the Federal Stafford Student Loans are required by Federal regulations to complete Entrance and Exit Loan Counseling sessions. An Entrance Counseling session must be completed prior to the student receiving the loan proceeds. An Exit Counseling session must be completed at the time of graduation or at the time of departing school. Information provided at these sessions should include but is not limited to:

Entrance Counseling	Exit Counseling
Estimate the Cost of Your Education	
Paying for your Education - Overview of all sources of aid	Financial planning for loan repayment
Terms/conditions of various loan programs	Loan repayment obligations
Loan application process	Repayment options
Repayment obligations	Deferment/Forbearance/Cancellation provision
Obligation to keep lender informed	Obligation to keep lender informed
Obligation to maintain satisfactory progress	Consequences of delinquency/default
Personal financial planning	Name and address of lender
Importance of keeping loan documents	Estimated monthly payment information
Borrower's rights and responsibilities	Information on Ombudsman
Consequences of delinquency/default	
Master Promissory Note function	

Repayment Estimator

This chart may be used as a guide to estimate monthly payments for a standard repayment schedule based on a 5.50% interest rate and the principal balance of the loan when it enters repayment.

Amount Borrowed	Monthly Payment Amount	Total Number of Payments	Total Interest Paid at 5.50%
\$3,000.00	\$50.00	71	\$516.00
\$4,000.00	\$50.00	101	\$994.00
\$6,000.00	\$65.00	120	\$1,814.00
\$8,000.00	\$87.00	120	\$2,418.00
\$10,000.00	\$109.00	120	\$3,023.00

Deferment/Forbearance

Under certain circumstances, you can receive periods of deferment or forbearance that allow you to postpone loan repayment. These periods don't count toward the length of time you have to repay your loan. You cannot get a deferment or forbearance for a loan that is already in default. For more information about deferment or forbearance you can visit www.studentaid.gov.

NATIONAL STUDENT LOAN DATA SYSTEM (NSLDS)

Federal law requires that all student loan records be submitted to NSLDS. The information is accessible by guaranty agencies, lenders and schools who are authorized users of the data system. Students may access their own records at www.studentaid.gov.

Under the U.S. Department of Education Regulations, schools are required to report enrollment statuses to NSLDS at least every 60 days. Apollo Career Center adheres to these regulations by certifying enrollment records and/or statuses at least every 60 days. New enrollments, withdrawals and graduates are reported to NSLDS as they occur.

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Refund Policy Full-Time Programs

Apollo Career Center **REFUND POLICY** Full-Time Career Training Program

A full tuition refund will be made if the student withdraws before the start date of the program, or if a course is canceled prior to start date. Refunds, when due, are made without requiring a request from the student. Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student. In the event a student does not commence class, withdraws, is terminated, or drops out of his or her program of study, tuition costs and related educational fees and expenses are subject to refund pursuant to the following guidelines:

Refund Policy is based upon the cost of tuition. If a student withdrawals:

On or before the first day of class and during the first 3% of the total hours of the program	100% refund
After the first 3% of the total hours of the program And until the end of the first 25%	75% refund
After the first 25% of the total hours of the program And until the end of the first 50%	50% refund
After the first 50% of the total hours of the program And until the end of the first 75%	25% refund
After the first 75% of the total hours of the program	0% refund

The percentage of the clock hours attempted is determined by dividing the total number of clock hours elapsed from the student's start date to the student's last day of attendance, by the total number of clock hours in the program.

*In addition to any tuition retained by the District under the Refund Policy, if books, tools or supplies have been opened/used they cannot be returned and the student is responsible for payment. Each Program Manager may allow returns upon their discretion.

For Non-Title IV programs (less than 600 clock hours): Students enrolled in accredited programs that are not Title IV eligible may be permitted a one-time transfer to the class immediately following the class in which they are enrolled to complete hours with no additional charges. Students who do not return as scheduled will be considered withdrawn and charged according to the Refund Policy. Certain programs may not be able to accommodate a transfer, the Program Manager will determine if a one-time transfer is allowable.

Refund Policy Short-Term Programs

REFUND POLICY **Short-Term Career Training Programs**

REFUND POLICY FOR SHORT-TERM, PART-TIME CLASSES

The refund policy for short-term, part-time programs is the same used for full-time programs.

REFUND POLICY FOR CAREER ENHANCEMENT (under 10 hours) AND SPECIAL INTEREST CLASSES ONLY

If a student cancels 3 business days prior to the class start date, a full refund will be given. Any no shows or last-minute cancellations will not be refunded. Special Interest classes are non-refundable. If a class is canceled by Apollo Career Center, a full refund will be given, along with the option to transfer to another class.

ALL CLASSES AND PROGRAMS LESS THAN 600 CLOCK HOURS ARE CONSIDERED PART-TIME

PART TIME CLASS OFFERINGS INCLUDE:

PUBLIC SAFETY	SHORT TERM WELDING	ONLINE COURSES
FORKLIFT	INDUSTRIAL	NURSE AIDE
PHLEBOTOMY	TRUCK DRIVING	SPECIAL INTEREST
EARLY CHILDHOOD	ROBOTICS	MANICURING

ENROLLMENT DATES

A student may enroll online at any time, or in person any day that the school is open. The student will start classes at the beginning of the next term. Prerequisites are defined by program and will be made known to the student at the time of registration.

ATTENDANCE & GRADES:

Students are required to maintain a minimum attendance percentage of 90% (although certain programs are governed to require a higher attendance requirement) in order to successfully complete the program and be eligible to receive a certificate.

If a Veteran's absences exceed 10 percent of the scheduled hours of the program, the school will notify the VA to terminate the payment of educational benefits.

CERTIFICATE OF COMPLETION

An Apollo certificate of completion will be awarded to each student who satisfactorily completes their required training in accordance with the attendance and grade requirements of the individual program. Depending on the program area, students may need to pass licensing exams given by

various state boards or other such credentialing authorities before being permitted to practice in Ohio.

LEAVE POLICY

The school does not allow a leave of absence for part-time students. A part-time student would be required to withdraw and re-enroll at the beginning of the next term.

TARDINESS POLICY

A student reporting over 10 minutes late for a schedule class will be considered tardy. Three tardies will be counted as one unexcused absence.

CLASS-CUT POLICY

A class-cut will be considered a non-excused absence.

MAKE-UP WORK POLICY

Make-up is at the discretion of the instructor. The student must make up all work during the enrollment period.

Procedure for Handling Complaints and Grievances for Faculty and Staff

Equal Employment Opportunity (Policy 4111.1)

Apollo Career Center is an equal opportunity employer. It is the district's policy not to discriminate, in violation of federal or state law, on the basis of race, color, national origin, ancestry, religion, sex, age, or disability in admission to, access to, treatment in, or employment in any service, program, or activity sponsored by the District.

Sarah Jamison is our assigned compliance officer who investigates and hears complaints as required under the law. The compliance officer has the responsibility to ensure that the applicable laws and regulations are complied with and that complaints of discrimination under those laws and regulations are dealt with promptly in accordance with law and board policy.

Review Board Policy and Procedures (Form) 4111.1 for specific details, review the posters on EEO, and see ORC 4112.

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Procedure for Continuous Evaluation of the Performance and Effectiveness of Employees

GOAL:

Apollo Career Center believes in the professional growth of all Apollo Career Center employees. It is a continuous and cooperative process wherein the individual being evaluated and the one responsible for the evaluation feel a joint responsibility to work together to achieve the best possible development program. Evaluations should provide information upon which to base employment and personnel decisions and comply with the requirements of Ohio law.

ACTIVITIES:

Apollo Career Center personnel are evaluated on an on-going basis. Managers, instructors, support staff, and financial aid are evaluated by students and an administrator at the end of each course. Upon completion of a course, all students are asked to complete performance evaluation. At that time the program managers evaluate their instructors. These evaluations are then turned into an administrator and the administrator reviews all of the information and gives 360-degree feedback to all parties, as necessary. These evaluations are completed alongside the employee doing a self-evaluation (strengths and weaknesses).

PERSONNEL:

All personnel in a supervisory position will evaluate those they are responsible for, including the Director evaluated by the Superintendent/CEO.

EVALUATION OF THE PROCEDURE:

Apollo Career Center is updating their evaluation process and is doing an in-depth study of all positions and their duties.

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Employee Orientation Procedures

Apollo Career Center

Full-Time Associates: Orientation Procedures – Human Resources

Instructional Staff:

Following the interview and selection process, all full-time instructional staff are scheduled for a one-on-one meeting with Director and treasurer department. The new associate receives required paperwork, an overview of benefits, and review of job description, licensure/permit requirements, federal mandate notices, and confirmation of salary offer.

As a part of the Apollo onboarding procedures, all instructional full-time associates are provided onboarding workshop. This workshop will include information from various departments including benefits, payroll, safety and security, and technology. After the workshop, instructors may schedule time to work with their program manager preparing for their specific classes. Staff is compensated for the workshop.

Part Time Instructional Staff:

Program managers may request “onboarding workshop” for new employees. Time is provided for new hires to shadow current employees to help become more familiar with procedures and job duties.

Non-Instructional Staff:

Following the interview and selection process, all full-time non-instructional staff are scheduled for a one-on-one meeting with Director and treasurer department. The new associate receives required paperwork, an overview of benefits, and review of job description, licensure/permit requirements, federal mandate notices, and confirmation of salary offer.

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Procedure for Access to Student Records

Student Records

- a. **Financial Aid Records** related to processing and awarding, tuition and fee payments, tuition refunds, etc. are retained by the school for a five-year period, based on the award year when the student left school. For example, a student graduated in 2015-2016 (between 7/1/2015 and 6/30/2016), those records would be available through June 30th of 2021. To review your financial aid records, please contact the Financial Aid Office at 419-998-2990 to schedule an appointment. If you need a copy of a certain document you may request it via phone, but must be able to provide personal information to identify yourself, and give us the address to which the document is to be mailed. If you are picking up the copy in person we will require that you present an I.D. We will not release records to anyone but you. Appointments and copy requests will be processed as quickly as possible, but no later than two weeks.

- b. **Permanent Educational Records**

Official transcripts are kept indefinitely for all former students. Currently enrolled students' files will consist of admission records, attendance and grades/transcript, completed assignments/competencies/tests and other documents pertaining to program enrollment. To review current records students can contact their specific program manager to schedule an appointment.

To obtain a copy of your official transcript or have it sent to designated person or place please fill out the consent to release student information form and pay the fee.

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Student Complaints Policy

Constructive criticism of Apollo Career Center is welcomed by the Board. Although no members of the community will be denied the right to bring complaints to the Board, they will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions may be made when the complaints concern board actions or Board operations.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible, and that the staff should be given the opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Board. The proper channeling of complaints involving instruction, discipline, or learning materials will be as follows:

1. Teacher / Instructor
2. Supervisor / Manager
3. Director
4. Superintendent
5. Board of Education

If a complaint, which was presented to the Board and referred through the proper channels, is resolved before it comes back to the Board, a report of the disposition of the matter will be made to the Board and then placed in the official files.

The Board expects the staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or Board must be in writing and should be specific in terms of the action desired.

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Student Grievance Policy for Handling Complaints

GRIEVANCE POLICY

Detailed Board Policy can be referred to in Appendix D

STUDENT DUE PROCESS RIGHTS

Students will have clearly established means by which administrative due process is available for the protection of the individual's rights.

Due process procedures will conform to the following basic practices:

1. They must be fair.
2. They must apply equally to all.
3. They must be enforced in a fair manner, which involves:
 - a. Adequate and timely notice and an opportunity to prepare a defense.
 - b. An opportunity to be heard at a reasonable time and in a meaningful manner.
 - c. The right to a speedy and impartial hearing on the merits of the case.

STUDENT GRIEVANCE PROCEDURES

In the event that a student has a grievance against Apollo Career Center or any of its employees, including but not limited to, disputes concerning participation in the academic program, disputes concerning a disciplinary decision, and/or disputes concerning termination from a program, the following procedure shall be followed:

1. Discussion with Instructor

A student who wishes to file a grievance must first discuss the matter of concern with his/her instructor within five (5) working days of the matter of grievance.

2. Filing of Written Appeal to the Program Manager

If the student does not feel that the discussion with the instructor has resolved their concerns, he/she may file a written appeal with the Program Manager, describing the cause for complaint. Such written appeal shall be filed within (5) days after the discussion with the instructor described in Step 1. Upon receipt of the written appeal, the Program Manager shall, within five (5) days, hold an informal conference with the student to discuss the appeal. A written decision shall be rendered within ten (10) days after the conference and submitted to the student filing the appeal.

3. Filing of Written Appeal to the Adult Director

If the student is not satisfied with the decision of the Program Manager, a further written appeal may be filed with the Adult Director of Apollo Career Center. Such appeal must be submitted within five

(5) days after receipt of the written response provided for in Step 2. Upon receipt of such appeal, the Adult Director shall hold within ten (10) days, an informal conference with the student to discuss the appeal. A written decision shall be rendered within ten (10) days after the conference and submitted to the student filing the appeal.

4. Filing of Written Appeal to the Superintendent

If the student is not satisfied with the decision of the Adult Director, a further written appeal may be filed with the Superintendent. Such appeal must be submitted to the Superintendent within five (5) days after receipt of the written response provided for in Step 3. Upon receipt of such appeal, the Superintendent shall hold, within ten (10) days, an informal conference with the student to discuss the appeal. A written disposition shall be rendered within ten (10) days after the conference and submitted to the student filing the appeal. The Superintendent's decision shall be final.

Students who feel their grievances that have not been addressed through this protocol at the institutional level may contact the accreditation agency, Council on Occupational Education

Council on Occupational Education
7840 Roswell Road
Building 300, Suite 325
Atlanta, GA 30350
770-396-3898
www.council.org

If, after contacting the school and accreditor, your grievance still cannot be resolved, you have the right to contact the Ohio Department of Higher Education, 25 South Front Street, Columbus Ohio 43215 Ohio at 614.466.6000.
www.ohiohighered.org

Apollo Career Center maintains records on student complaints in the Director of Adult Education's office.

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APOLLO CAREER CENTER ADULT WORKFORCE EDUCATION

STUDENT ALLEGED DISCRIMINATION GRIEVANCE COMPLAINT FORM
(to be completed in triplicate)

Apollo Career Center is an equal opportunity educational institution. Complete the following report and submit this complaint alleging non-compliance of your civil rights.

SECTION I
IDENTIFICATION OF COMPLAINT

Name _____ Telephone # _____

Home Address _____
Street City State Zip

Campus _____ Program _____ Instructor _____

SECTION II
DESCRIPTION OF COMPLAINT

Exact Place _____ Date/Time _____

Persons present or witnessing:

Title

SECTION III

A. Concise statement of facts reciting basis of complaint, which alleges non-compliance.

B. How do you interpret this situation or incident to be a violation of your civil rights?

C. Did you make an effort to correct the situation by suggestions, actions, or personal restraints? Explain and give the results as you see them.

Student Signature

Date

Please forward the original to your instructor and keep a copy for your records. You will receive a written reply or decision from your director within one workweek after the complaint is received.

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APPENDIX A



Emergency Operations Plan

IRN: 050773

IRN: 050781

Address: 3325 Shawnee Road

City: Lima

County: Allen

Questions about this plan should be referred to:

Name: Nick Michel

Phone: 419-998-2907

Email: nick.michel@apollocc.org

Revision Date: 12/08/22

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I. Approval and Implementation

This Emergency Operations Plan addresses Apollo's planned response to all hazards. It is the principle plan for mitigating emergencies and incidents to ensure the protection of life, health and property. This plan aids in the recovery operations to ensure that the school returns to pre-emergency operation and is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

In order to execute this plan effectively and mobilize available resources, ***all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use.*** Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the principal or superintendent of Apollo Career Center.

This school EOP is developed pursuant to the Ohio Revised Code 3313.536, 3313.666 and 3737.73 and Sections 3301-5-01 and 1301:7-7-04 of the Ohio Administrative Code, and conforms to the National Incident Management System (NIMS).

ORC 3313.536 (B)(1) states, "Each administrator shall develop and adopt a comprehensive emergency management plan, in accordance with rules adopted by the state board of education pursuant to division (F) of this section, for each building under the administrator's control. The administrator **shall examine the environmental conditions and operations of each building to determine potential hazards** to student and staff safety and shall propose operating changes to promote the prevention of potentially dangerous problems and circumstances. In developing the plan for each building, the **administrator shall involve community law enforcement and safety officials, parents of students who are assigned to the building, and teachers and nonteaching employees who are assigned to the building.** The administrator shall incorporate remediation strategies into the plan for any building where documented safety problems have occurred."

This plan supersedes any previous versions.

II. INTRODUCTION

Purpose of the Plan

The Apollo Career Center Emergency Operations Plan (EOP) provides policies and procedures on how to respond to all-hazard emergency incidents. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at Apollo Career Center.

The Comprehensive Emergency Management Plan consists of:

- Emergency Operations Plan (EOP)
- Floor Plan
- Site Plan
- Emergency Contact Information Sheet
- Stakeholder Signatures

Scope of the Plan

The plan outlines the expectations of school staff and students as well as providing authority for personnel to enact the plan as needed. The plan identifies internal and external communications; training and sustainability; authority and references as defined by state mandates and actions the school will use for prevention, protection, mitigation, response, and recovery.

This EOP covers all programs or entities licensed through the Department of Education that reside in this facility, regardless of their reporting structure, ownership of the building/facilities or the time of day the program operates. Adjustments to procedures may be needed for after-hours activities (i.e., sporting events, theatre, clubs, HeadStart) and can be found in each section as appropriate.

Plan Activation

Decision-making authority and operational control must be clear, regardless of who is on-site. Primary and alternate decision makers should be identified for each program, regardless of the time of day that activity occurs. Plan activation responsibility does not preclude staff from taking action upon initial identification of a hazard.

See Section II.D – After Hours Activities for how the plan will be activated after hours.

This plan may be activated in part or in whole, as necessary, by:

- Keith Horner - Superintendent
 - First Alternate: Nick Sammetinger, High School Principal

- Second Alternate: Nick Michel, Facility Manager

See Emergency Contact Information Sheet for specific information.

SITUATION OVERVIEW

Site Information

Apollo Career Center includes the following buildings/facilities:

- High School
- Public Safety Building – Adult and High School Classes
- Construction Equipment Technologies/Truck Academy Building – Heavy Equipment Training
- Fire Tower – Fire/EMT Training

This school EOP shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

School Population

Total population normally at Apollo Career Center is approximately [number].

- 1000 Students (800 high school and 200 adult)
- 65 Teachers and Specialists
- 10 Administrators
- 12 Office/Support Staff
- 8 Instructional Assistants
- 10 Cafeteria Staff
- 13 Maintenance and Custodial Staff
- 1 SRO

Functional Needs Population

Apollo Career Center is committed to the safe evacuation and transport of all students and staff. The school recognizes that some members of its population may need additional assistance during and after an emergency. Those who may need additional assistance may have physical, sensory, mental health and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance. The functional needs population includes, but is not limited to, students/staff with:

- Limited English proficiency
- Mobility/physical/medically fragile disabilities (permanent and temporary),
- Allergies (including asthma and severe allergies).

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

Classrooms containing students and staff who require additional assistance during an emergency will be identified through a master list that is shared with relevant staff and all administrative staff. They will also be identified on substitute teacher plans. 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 hard copy and electronic in the school office and district office.

After-Hours Activities

If the school is being used after regular school hours, groups utilizing the school will be trained on emergency procedures found in this plan by the school administrator or designee. A list of after-hours events with points of contact (emergency decision-maker), meeting times, location and duration is available at the school office. The POC of the group will be provided the emergency contact sheet to utilize during an emergency within the building.

For after-hours events, some aspects of this EOP may need to be adjusted. For example, the office may be closed/locked and not available for reporting an emergency. Incidents that occur after hours will be reported to the Facility Manager. The school administration permits the groups using the facilities to make life-safety decisions if procedures in this plan are not available.

After regular school hours, this plan may also be activated in part or in whole, as necessary, by after school activities POCs.

Off-Site Activities

Field trips and other off-site official school activities may require additional emergency planning. Consider the following:

- Take Emergency Contact sheet with you
- Identify medical needs of students and staff. Ensure appropriate medications are available on trip and kept secure with an adult who can administer
- Have ready access to medical treatment authorization forms
- Have ready access to emergency parent/guardian contact information
- Backup transportation and repair information
- Emergency funding mechanism for unexpected overnight housing/food
- Review emergency procedures for destination
- Provide emergency contact numbers for staff on trip to school administrators (to remain at school in case parent needs to reach child)

Planning Assumptions

The following list of planning assumptions allow for deviation from the plan if certain assumptions or conditions prove not to be true during operations.

- A major disaster could occur at any time and at any place, some with little or no warning. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible.
- Any emergency may overwhelm the resources of the school building.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to provide immediate decision making and first aid.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- Risk of harm, injury and damage will exist regardless of how much a school plans for an emergency. This plan facilitates reduction of that risk. Loss of life and property is still possible.

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

Conditions That Could Impede School Functions

The following products and services are crucial to the daily needs of the school. The lack of these may create an emergency and/or may not be available following an emergency. Alternate sources will be utilized and are identified below. If alternative sources are not available, the school will coordinate with the County Emergency Management Agency.

Electric

Primary Source: American Electric Power (AEP)– 800-672-2231; 24/7 contact
 Alternate Source: None

Gas

Primary Source: Dominion East Ohio Gas – 419-226-4700; 24/7 contact
 Alternate Source: None

Water

Primary Source: Lima City Water – 419-222-9761; 24/7 contact
 Alternate Source: None

Phone Service

Primary Source: TSC - 419-739-2200; 24/7 contact
 Alternate Source: None

Internet/VoiP

Primary Source: NOACSC - 418-228-7417; 24/7 contact
Alternate Source: None

Trash Removal

Primary Source: Rumpke - 513-851-0122
Alternate Source: None

Food Service

Primary Source: Gordon Food Service - 800-823-9176
Alternate Source: None

Transportation

Primary Source: N/A – feeder schools provide transportation
Alternate source: Apollo owns 4-buses; 6-vans

Security

Primary Source: Northwestern Ohio Security – 419-227-1655
Alternate Source: Netch (CCTV) – 614-602-8120

III. PREVENTION

Training on the Plan

All students and staff should be trained on the school's emergency response procedures, and training records should be maintained by the school. Training records for all staff are in the high school office or digitally through Public School Works. Specific personnel that are trained on the school's emergency response procedures include but are not limited to: All Staff.

Types of training provided by the school include but are not limited to:

- Annual Safety Drill OAC 1301:7-7-04(F)(2)
- Annual EOP Training

Substitute personnel are provided 'just-in-time' training each time they work in the building. This training includes:

- Review of duties of substitute teachers as identified in this Plan.
- Review of all functional content areas
- Methods of notification
- Accountability procedures

Exercise the Plan

Apollo Career Center will conduct an annual Emergency Management Test (EMT) in accordance with OAC 3301-5-01. The school should coordinate exercise efforts with relevant community partners including first responders and County EMA. The EMT will be documented in SAFE.

Apollo Career Center will conduct drills and exercises with the purpose of testing the procedures identified in the School EOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the School EOP. The school will conduct the drills identified in ORC 3737.73 in accordance with all statutory requirements.

Summary of Required Drills and Reporting			
TYPE	Number of Drills Required		Reported to:
Rapid Dismissal (Fire) Drills (1st drill must be within first 10 days of school)	6 per school year IF all classrooms have either sprinklers or smoke detectors.	9 per school year IF one or more classrooms has neither a sprinkler or smoke detector.	State Fire Marshal through the OH ID Portal from the State Fire Marshal website:

Tornado Drills	One per month April - July for months when school is in session.	https://ohiofireceb.com.ohio.gov/FrontPortal/Page/RenderPage?tabId=1
Safety Drills	<p>3 Functional per school year</p> <ul style="list-style-type: none"> • <u>May not be combined</u> with Rapid Dismissal or Tornado Drills • Must involve students • Must be coordinated with law enforcement • 1 of the 3 must involve being secured in the building <p>1 Theoretical per school year</p> <ul style="list-style-type: none"> • Provide instruction to school faculty and staff regarding procedures to be followed in such situations • Student participation optional • Can be conducted during annual training sessions required in R.C. § 3737.73(D)(3).3 R.C. § 3737.73(D)(1)(b) 	Reported to local law enforcement by December 5th of each year, contains previous year's drills, dates and times. Includes estimated dates of safety drills for the current school year.
Reporting the Emergency Management Test (EMT)		
<ul style="list-style-type: none"> • There is an annual reporting requirement: each <u>calendar</u> year, enter one EMT into SAFE • One of each type (Table Top, Functional, Full Scale) must be entered over a 3-year cycle • Drills will exercise at least One Functional Content Area • Drills will exercise at least One Threat/Hazard <ul style="list-style-type: none"> • A Rapid Dismissal, Tornado or Safety Drill (above), if properly documented, may fulfill this requirement. 		<p>Enter in to SAFE within 30 days of completion: https://safe.ode.state.oh.us/portal/.</p> <p>Must be completed by December 31.</p>

Improvement Areas from Emergency Management Tests

Schools are required to enter EMTs in SAFE beginning in 2017, and every year after. Schools are required to address the 3 areas for improvement in the EOP.

The table below identifies the **three areas of improvement** for each EMT conducted over the **last three-year period**. This data can be found in the **School Safety Plans Portal** under the Emergency Management Test (EMT) column. **NOTE:** Emergency Management Tests shall be scheduled/conducted according to calendar year, not school/academic year.

Areas needing improvement		
Exercise Type:	Tabletop	Date of Exercise: 09/18/2018
1	Only a couple staff members have "Stop the Bleeding" training	

2	"To Go" bags are inventoried a couple times a year and we find there are always items missing. We need to do a better job of having the staff secure these bags and to inform the appropriate people when items are used so they can be restocked.
3	We have not had good turnout for past volunteer trainings. We need to do a better job communicating with staff the importance of "Stop the Bleeding" training.

Areas needing improvement		
Exercise Type:	Full-scale	Date of Exercise: 11/13/2019
1	PA system is not always loud enough	
2	We need to do drills on a more regular basis	
3	We need more time to train	

Areas needing improvement		
Exercise Type:	Full-scale	Date of Exercise: 11/01/2021
1	We found a problem with our reunification plan that needs addressed	
2	Specific areas of the building need to be prepared better	
3	We didn't tell people to lock their doors to prevent exposure	
4	We forgot to check one portion of our building	

IV. PROTECTION/MITIGATION

Hazard & Threat Analysis

The Apollo Career Center School is exposed to many hazards and threats which have the potential for disrupting the school community; causing casualties and damaging or destroying school property. **Allen County Homeland Security & Emergency Management maintains a county wide hazard analysis and should not be included in its entirety. Each hazard listed below has been identified by each administrator, in consultation with county emergency management, as hazards and threats known to the school.**

ORC 3313.536 (B)(1) states, "The administrator shall examine the environmental conditions and operations of each building to determine potential hazards..."

Each hazard checked "yes" in this table will need to be included in the hazards/threats section below.

Hazard/Threat		Included
Required	Active Shooter	<input checked="" type="checkbox"/>
	Bomb Threat	<input checked="" type="checkbox"/>
	Bullying (HIB)	<input checked="" type="checkbox"/>
	Bus Accident	<input checked="" type="checkbox"/>
	Fire	<input checked="" type="checkbox"/>
	Hostage	<input checked="" type="checkbox"/>
	Medical: Bloodborne Pathogen	<input checked="" type="checkbox"/>
	Severe Storm/Tornado	<input checked="" type="checkbox"/>
	Terrorism	<input checked="" type="checkbox"/>
Optional	Chemical Accident	<input type="checkbox"/>
	Civil Disturbance	<input type="checkbox"/>
	Dam Failure	<input type="checkbox"/>
	Death	<input type="checkbox"/>
	Earthquake	<input type="checkbox"/>
	Explosion	<input type="checkbox"/>
	Flood	<input type="checkbox"/>
	Gas Outage	<input type="checkbox"/>
	Injury/Health Emergency	<input type="checkbox"/>
	Lost Child	<input type="checkbox"/>
	Medical: Pandemic	<input type="checkbox"/>
	Nuclear Incident	<input type="checkbox"/>

	Power Outage	<input type="checkbox"/>
	Sexual Assault/Abuse	<input type="checkbox"/>
	Unidentified Substances (illicit drugs)	<input type="checkbox"/>
	Water Outage/Restriction	<input type="checkbox"/>
	Winter Storm/Ice Storm	<input type="checkbox"/>

* It is possible that a hazard/threat not included may occur. A thorough understanding of functional content areas can mitigate the impact of unanticipated hazards.

Security Measures

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

An annual review of the school's physical security features is conducted by the Facility Manager. Security equipment will be checked annually by the Facility Manager to ensure the equipment is working properly. The Facility Manager has the responsibility of identifying funding opportunities and/or obtaining grants to cover future costs of physical security improvements.

The school should make a plan to repair, replace or update equipment that is found to be ineffective as the result of the Emergency Management Test or actual emergencies.

Effective physical security measures address a variety of hazards and threats.

Security Self-Assessment		Existing – 100%	Existing - Partial	Does Not Exist	Future Budget Item	Not Relevant
Recommended Security Measures						
Exterior	Lockable exterior doors					
	All exterior doors are locked during school hours	x				

	Exterior doors labeled	x				
	Exterior windows labeled			x		
	Anti-ballistic/Shatter-proof glass or film on doors/windows		x			
	Landscaping maintained from obscuring windows	x				
	Fenced playground			x		
	Bollards used to protect building access	x				
	Adequate lighting at exterior doors	x				
	Adequate lighting in parking lot(s)	x				
	Adequate lighting on walkways	x				
	Parking decals used	x				
	Driving lanes are clearly marked	x				
	Traffic patterns and procedures for drop off/pick up are enforced	x				
	Fire lane marking maintained	x				
Building Access	Controlled access (Front door buzzer)	x				
	Security vestibule exists at entry	x				
	Swipe card system (fob)	x				
	Key control/management system	x				
	Visitors must report to the main office upon arrival	x				
	Visitor sign-in log	x				
	Visitor badging system	x				
	Weapon/metal scanners			x		
	After-hours access to the building is limited/monitored	x				
	2-way communication device at main entry	x				
Security Cameras	Security cameras on exterior doors	x				
	Security camera in vestibule	x				

	Security cameras interior to school	x				
	Cameras accessible by law enforcement during emergencies only	x				
Interior	Locking mechanisms on the interior of classroom/office doors	x				
	TDLDs/barricade systems are available for classrooms	x				
	Alarm system	x				
	Protective gloves and masks	x				
Communications	PA system reaches all parts of the building	x				
	PA reaches outdoor venues (playground, sports fields, parking lot)	x				
	Hand-held 2-way radios/MARCS Radios	x				
	Radio building repeater	x				
	All classrooms are able to communicate with the main office	x				
	Tip line	x				
	Anti-bullying posters displayed	x				
Staff and Students	Teachers monitor hallways and restrooms between classes	x				
	Security staff or SRO on duty during school hours	x				
	Students and staff are trained not to open exterior doors for those attempting to gain entry to the building and avoid the office	x				
	Students and staff are trained not to prop open exterior doors	x				
	Students trained on "See Something, Say Something"	x				
Other						

V. RESPONSE

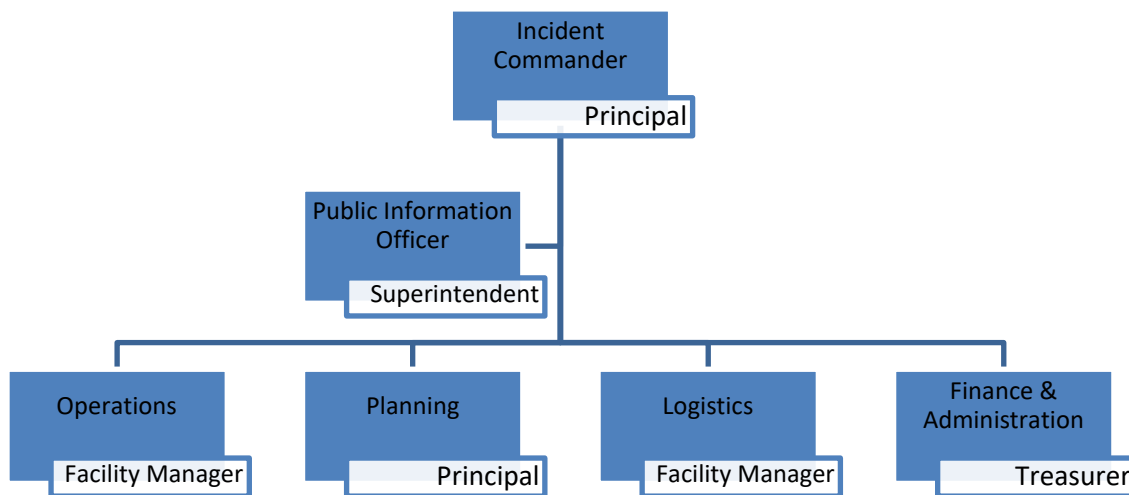
The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

Incident Command Roles and Responsibilities

In a major emergency or disaster, the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response.

Incident Command Structure Chart



There are many responsibilities to fulfill before, during and after an emergency. The below table indicates general responsibilities that must be addressed regardless of the type of hazard. See each hazard for additional responsibilities.

School staff is responsible for handling emergencies until the first responders arrive.

School Staff Responsibilities												
Responsibilities	Superintendent	Principal	Teachers	Instructional Aides	Substitute teachers	Non-teaching staff	Cafeteria	Students	Concealed Carry Staff	Parents/Guardians	Custodian	School Resource Officer
Makes policy decisions	x											
Informs Policy Group (Superintendent, Board, legal, etc.)	x											
Incident command/unified command		x										x
Identifies resources	x	x										x
Notifies First Responders (calls 9-1-1)		x										x
Secures scene/preserves evidence		x										x
Makes all school resources available to first responders (PA, keys, security cameras, radios, etc.)		x										x
Activates Emergency Communication System(s)		x										x
Accounts for all building occupants during/after an incident (staff, students, visitors, vendors, etc.)		x										
Reports to IC any missing/unaccounted students, staff, visitors or vendors.		x										
Provides first aid	x	x	x	x		x	x				x	x
Provides just-in-time training to substitute teachers/staff		x										
Accesses school emergency records		x										

Maintains Custody Records (parent, guardian, other authorized adults)		x										
Monitors phones/emergency radio		x									x	x
Provides training to students on emergency procedures		x	x									x
Follows decisions of incident command		x	x	x	x	x	x	x			x	x
Reports emergencies	x	x	x	x	x	x	x	x		x	x	x
Complies with school policies during an incident	x	x	x	x	x	x	x	x		x	x	x
Coordinates functional content adjustments for after-hours activities		x									x	
Arranges for transportation of students to reunification site		x										
Leads/directs students during an incident	x	x	x	x								x
Ensures kitchen equipment has been shut-off prior to leaving building							x				x	
Interfaces with IC/media/parents	x	x										
Shuts off utilities, as needed											x	
Surveys building for damage		x									x	
Participates in After Action Meetings following an activation of this plan	x	x	x								x	x

Functional Content Areas (Protective Measures)

Functional content areas are protective measures used to protect life and property. Protective measures are used in response to hazards and threats that occur.

It is likely that multiple protective measures may be used to provide the greatest protection to life and property.

To become familiar with these functional content areas staff and students will participate in drills, the annual Emergency Management Test and additional training.

RESPONSE MATRIX											
Threat / Hazard		Functional Content Areas									
		Close School	Drop, Cover, Hold on	Emergency	Evacuation	Family Reunification	Lockdown	Medical Response	Rapid Assessment	Reverse Evacuation	Shelter-in-Place
Required	Active Shooter	X		X	X	X	X	X	X	X	X
	Bomb Threat			X	X	X			X		X
	Bullying (HIB)			X					X		
	Bus Accident			X	X	X		X	X	X	X
	Fire	X		X	X	X			X		
	Hostage	X		X	X	X	X		X		X
	Medical: Bloodborne			X			X	X	X		X
	Severe Storm/Tornado	X		X		X			X	X	X
	Terrorism	X		X	X	X	X		X	X	X
Optional	Chemical Accident			X	X	X		X	X	X	X
	Civil Disturbance	X		X		X	X		X	X	X
	Dam Failure	X		X	X	X			X		
	Death	X		X				X	X		X
	Earthquake	X	X	X	X	X		X	X		X
	Explosion	X		X	X	X		X	X	X	X
	Flood	X		X	X	X			X		
	Gas Leak/Outage	X		X	X	X			X		
	Injury/Health			X			X	X	X		
	Lost Child			X					X	X	
	Medical: Pandemic	X		X				X	X		
	Nuclear Incident	X		X	X	X		X	X		
	Power Outage	X		X	X	X			X		X
	Sexual Assault/Abuse			X				X	X		
	Unidentified Substances			X					X		

	Water Outage	X		X	X	X			X		
	Winter Storm/Ice Storm	X		X	X	X			X	X	X

CLOSE SCHOOL

Definition

School closure is a useful method for preventing/mitigating damage to people and property, in a variety of instances.

Applicable to Below Hazards

Active Shooter

Civil Unrest

Dam Failure

Death

Earthquake

Explosion

Fire

Flood

Gas Leak/Outage

Hostage

Influenza Outbreak

Medical: Pandemic

Nuclear Incident

Power Outage

Severe Weather/Tornado

Terrorism

Water Outage

Winter Storm/Ice Storm

Close School Procedure

Notification is paramount when it becomes necessary to close school.

Before or after school being in session;

Provide information relevant to the closing, including the expected duration

Notify parents by School Messenger

Notify staff

Notify bus/transportation providers

Notify media

During a school day:

Provide information relevant to the closing, including the expected duration

Notify staff and students

Notify bus/transportation providers

Notify parents by School Messenger

Notify media

Make arrangements for students who cannot be picked up (unable to reach parent/guardian, etc.);
reunification, law enforcement or social services

Cancel on-site after school program(s)

Activate Family Reunification, if needed

Consider what may occur (absence of adult supervision) if students are sent home mid-day;

- Can other arrangements be made (off-site evacuation)?
- Is mid-day busing an option due to a delay caused by notifying/activating drivers?
- Are children being sent into an unsafe environment?

EMERGENCY COMMUNICATION

Definition

Communication is a critical part of incident management. This section outlines Apollo Career Center's emergency communication plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

Applicable to Below Hazards

Active Shooter

Bomb Threat

Bullying (HIB)

Bus Accident

Chemical Accident

Civil Unrest

Dam Failure

Death

Earthquake

Explosion

Fire

Flood

Gas Leak/Outage

Hostage

Injury/Health Emergency

Lost Child

Medical: Bloodborne Pathogen

Medical: Pandemic

Nuclear Incident

Power Outage

Severe Storm/Tornado

Sexual Assault/Abuse

Terrorism

Unidentified Substances/Illicit Drugs

Water Outage/Restriction

Winter Storm/Ice Storm

Emergency Communication Procedures

Methods of Communication

The below table indicates which method of communication is likely to be used to implement the functional content areas (left column). If the situation warrants or a communication method fails, additional methods should immediately be implemented.

Methods of Communication									
Functional Content Area (Protective Measures)	Phone	Radios	Public Address System	Cell phones	Mega phone	Social Media	Computer alert popups	Schoolwide email	School Messenger
Close School	x					x			x
Drop, Cover, Hold On			x	x					
Emergency Communication	x	x	x	x				x	x
Evacuation	x	x	x	x				x	x
Family Reunification	x			x					x
Lockdown		x	x	x					
Medical Response	x			x					
Mental Health Services	x			x					
Rapid Assessment	x			x					
Reverse Evacuation	x	x	x	x				x	x
Shelter-in-Place	x	x	x	x				x	x

*This table does not limit the school administrator from altering this plan if the incident requires different communication methods.

The school is aware of the following communication system limitations or deficiencies:

- N/A

Priority of communication to recipients

- Those directly involved in the incident
- First responders
- Policy group/superintendent/school administration
- Parents
- Media
- Community

Before an Emergency

Schools are required to annually notify parents and legal guardians prior to the first day of school how parents and legal guardians will be notified of emergencies.

Apollo will use a mass electronic communication system (currently School Messenger) to communicate during an emergency. Information on emergency communications will be included in new student admission emails sent out prior to August 1 and to all students/families through monthly emails from the Student Services office (June – August).

The emergency notification system is tested monthly

The communication office or public information officer has:

- Created the policies and plans for communicating emergency information internally and to the public. These policies are separate from this School Emergency Operations Plan and can be found at high school office, including:
 - a plan to address an influx of phone calls from parents and community members.
 - templates for statements/press releases, the communication plan and media contacts at the major television, Internet and radio stations are maintained by the principal and located in high school office with hard and digital copies
 - Contact list of community partner Public Information Officers (PIOs).

During an Emergency

- Disseminate information through School Messenger to inform parents about what is known to have happened.
- DASL is used to communicate attendance/accountability status to Incident Command.
- Implement a plan to manage an influx of phone calls and parents who arrive at school.
- Provide regular updates to the media and school community.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Coordinate media communications with relevant community partners through the Joint Information Center (JIC), if established.

- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation.
 - Coordinate messages with the principal/senior leadership.

After an Emergency

- After an incident, Apollo Career Center administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.
- Inform parents about when and where school will resume.

Evacuation

Definition

Evacuation will take place if it is determined that it is safer away from the hazard. This could be in a different part of the building, outside, depending on your facility; or offsite.

Applicable to Below Hazards

Active Shooter

Bomb Threat

Bus Accident

Chemical Accident

Dam Failure

Earthquake

Explosion

Fire

Flood

Gas Leak/Outage

Hostage

Nuclear Incident

Power Outage

Severe Storm/Tornado

Terrorism

Water Outage/Restriction

Winter Storm/Ice Storm

Evacuation Procedures

Below are procedures to evacuate the facility.

Primary Evacuation Site(s)

- a. A primary evacuation site may be pre-identified locations. The site to use is incident specific.

On-Site Evacuation Location:

- a. Street address: on-site locations are identified in each classroom at 3325 Shawnee Road, Lima, OH 45806
- b. Directions to the site: on-site main location is the Public Safety Building on the northeast corner of the campus.

The evacuation site should always be screened for safety purposes prior to using. For example, if the school receives a bomb threat and decides to use the football stadium as the on-site evacuation location, the stadium should be screened for any hazardous devices first.

Secondary Evacuation Site is an Off-Site Location:

- a. Shawnee United Methodist Church at 2600 Zurmehly Rd., Lima, Ohio 45806
- b. Walking directions to site: leave west side of campus on Shawnee Road, travel 1 mile north and the site is on the left

FAMILY REUNIFICATION

Family Reunification is the process of reuniting students and parents/guardians. This process includes a formal transfer of custody, involving an identification verification of the parent/guardian prior to the release of a student.

Applicable to Below Hazards

Active Shooter

Bomb Threat

Bus Accident

Chemical Accident

Civil Disturbance

Dam Failure

Earthquake

Explosion

Fire

Flood

Gas Leak/Outage

Hostage

Nuclear Incident

Power Outage

Severe Storm/Tornado

Terrorism

Water Outage/Restriction

Winter Storm/Ice Storm

Family Reunification Procedures

Before an Emergency

Student records should include custody information for emergency reunification purposes. This should be provided by a parent/guardian with custody rights at the beginning of each school year. Additional first responder and county EMA resources are likely to be needed to manage media, security, first responder resource management, access control, etc.; and should be planned for in county EMA plans.

Primary Reunification Site

Primary Site: Shawnee United Methodist Church

Street address: 2600 Zurmehly Road, Lima, Ohio 45806

Establish 3 distinct areas that are not within sight of each other:

- Student staging

Place where uninjured students are held until a parent/guardian pick them up. Counseling services should be available in a separate, private area. The structure of the environment should be adjusted to meet the students' needs

- Identification verification
Outside of view of the student staging area and the public view. Records of emergency information must be available at this location for verification purposes.
- Student pickup
Location where student/parent reunification occurs and family is released.

During Emergency

Identify injured and deceased and where they have been transported. Coordinate notifications with law enforcement and/or medical personnel.

- Notify, personally, parents/guardians of fatalities
- Notify, personally, parents/guardians of injured
- Notify all parents that if they have not received a personal message then their child is safe. This message should not be sent until **ALL** parents of injured/deceased are notified.

Provide information about reunification process

- Location
- Traffic pattern for entrance
- Required identification documents
- What parent should do if sending an alternate to pick up their child

Process of Reunification

- Get the students to the site (See Evacuation Functional Content Area)
- Separate students from parent/guardian identification verification area
- Have student records relating to emergency release of students
- Verify identification
- Send parent to pick-up room in a private area away from public eye. Students may only be released to parents/guardians who have custody rights.
- Call student to report to pick-up room.
- Students that cannot be picked up will be released to law enforcement.

LOCKDOWN

Definition

Lockdown is used to secure all building occupants against a possible or known immediate threat to life. The steady state of a building requires that all exterior doors be locked.

Any failure to conform to visitor procedures should be viewed with suspicion until the person is identified as a non-threat to the school. Individuals may enter the school without following the school's security

regulations. They may gain entry to the building via unlocked or propped open doors. A person may also be granted entry to the building but fail to report to the office and sign-in as a visitor.

Applicable to Below Hazards

Active Shooter

Civil Disturbance

Hostage

Injury/Health Emergency

Medical: Bloodborne Pathogen

Terrorism

Lockdown Procedures

Initiation: Different levels of lockdown may be prudent depending on the situation. The principal will make an announcement declaring a level of lockdown using the P.A. System.

Level 1 – secured in building - no admittance to, or exit from, building

Level 2 – secured in classrooms – no movement in hallways

Level 3 – secured in place – no movement within classroom

Accountability: Staff will report students/staff/guests missing or gained in their area by texting the information to the phone number 419-333-1151. This is Apollo Career Center's central reporting number for emergencies. The number can accept calls and text messages. We can also communicate using this number and School Messenger.

Recall: The pre-arranged signal for returning to normal activities is the command center stating Apollo's vision statement: *"Apollo Career Center will prepare students to be next ready to have a positive impact on our community."*

Release of Individual Locations in Real Lockdown Event: A two-step verification process will be used to release individual classrooms/locations:

- Law enforcement will slide a business card under the door
- Teacher/Adult will remove the temporary door locking device (TDLD) but leave the door locked
- Law enforcement will use a key to unlock the door to enter the room

Communication and Coordination: Room 22 or 27 will be used as the central location for two-way communication with each secured area.

MEDICAL RESPONSE

Definition

Medical response provides emergency first aid to any injury or illness that occurs at the school prior to first responders arriving on-scene.

The school has a school nurse licensed by the Ohio Department of Education.

A medical response team, consisting of specially trained staff, does exist.

Applicable to Below Hazards

Active Shooter

Bus Accident

Chemical Accident

Dam Failure

Earthquake

Explosion

Injury/Health Emergency

Medical: Bloodborne Pathogen

Medical: Pandemic

Nuclear Incident

Sexual Assault/Abuse

Medical Response Procedures

- If a school nurse is present, either bring the student to the nurse or the nurse to the student. If no school nurse, the trained designated staff member(s) should respond.
- Assess the ill or injured person: develop and execute a plan of care.
- Instruct another adult to call 9-1-1.
- Notify school administration of incident.
- School administrator should contact the student's parent or guardian.
- Provide emergency medical care parent/guardian consent form to EMS
- School personnel must accompany a student to the hospital if the parent/guardian is not present.
- The incident should be documented per school policy

Medical Supplies and Equipment						
Location of supplies	Supplies/ Equipment					
	Student Medications	First Aid Supplies	Epinephrine Auto Injector	Asthma Inhaler	Narcan (naloxone)	AED
School Nurses Office	X	X	X	X	X	
Individual Program Labs		X				
Individual Buildings		X				X

Student medication is stored in Nurse's office and accessible by School Nurse, Principle and assigned Administrators

Medical Training of Staff

The school may provide staff training, based on their duties within the school (i.e., physical education teacher), in a variety of medical response areas. The below table provides a record of their training. These staff members may be called upon to respond to a medical emergency within the building while awaiting EMS.

Enter the following in the Table below:

- **T** if a staff member is trained (only)
- **A** if a staff member has access (only)
- **T/A** if a staff member has both access and training

Medical Training of Staff									
Trained Staff members Training documentation is available at High School office.	Type of Training								
	CPR	First Aid	Medication Administration	Epinephrine	Asthma Inhaler	Breathing	Emergency Care	Narcan/naloxone	AED use
Teacher	T/A	T/A							T/A
Administrator	T/A	T/A	T/A	T/A	T/A	T/A	T/A	T/A	T/A
Support Staff	T/A	T/A							T/A
Teacher's Aid	T/A	T/A							T/A
School Nurse	T/A	T/A	T/A	T/A	T/A	T/A	T/A	T/A	T/A

MENTAL HEALTH SERVICES

Definition

Counseling services following an emergency that has affected a portion or more of the school's population will be addressed in this functional content area. These services will be made available to staff and students.

Schools should have other plans in place to address the counseling needs of students, who have experienced personal trauma or who have ongoing mental health needs.

This procedure does not preclude the need to have a long-term plan to address the mental health needs of those impacted by the emergency.

Applicable to Below Hazards

Active Shooter

Bomb Threat

Bullying (HIB)

Bus Accident

Chemical Accident

Civil Unrest

Dam Failure

Death

Earthquake

Explosion

Fire

Flood

Gas Leak/Outage

Hostage

Injury/Health Emergency

Lost Child

Medical: Bloodborne Pathogen

Medical: Pandemic

Nuclear Incident

Power Outage

Severe Storm/Tornado

Sexual Assault/Abuse

Terrorism

Unidentified Substances/Illicit Drugs

Water Outage/Restriction

Winter Storm/Ice Storm

Mental Health Procedures

Counseling services beyond the capacity of the school counselor/psychologist are provided by the Family Resource Center. In case the Family Resource Center is unable to meet its MOU obligation, the school will seek backup services through the county emergency management agency (EMA).

In conjunction with Community Behavioral Health Partner document approach to address mental health needs following an emergency.

School-wide, strengths-focused programming, such as an assembly or curriculum for every classroom, should be implemented to provide asset building to students after a significant incident. The National Association of School Psychologists (2009) recommends universal screening for behavioral and mental health issues to identify at-risk students who could benefit from counseling. Ohio's Project Aware has Ohio-approved screening devices can be found here: <http://resources.oberlinkconsulting.com>

The universal screening instrument will be identified by the Family Resource Center with input from relevant stakeholders (e.g, school administration).

In addition to self-reported screening instruments, staff should be educated to recognize signs and symptoms of stress, grief, and trauma. If a staff member or student believes someone may be exhibiting concerning signs and symptoms, they should refer that person to the Guidance Department.

RAPID ASSESSMENT

Definition

A rapid assessment is a decision-making process to help school administrators implement the appropriate functional content areas prior to arrival of first responders.

Applicable to Below Hazards

Active Shooter

Bomb Threat

Bullying (HIB)

Bus Accident

Chemical Accident

Civil Unrest

Dam Failure

Death

Earthquake

Explosion

Fire

Flood

Gas Leak/Outage

Hostage

Injury/Health Emergency

Lost Child

Medical: Bloodborne Pathogen

Medical: Pandemic

Nuclear Incident

Power Outage

Severe Storm/Tornado

Sexual Assault/Abuse

Terrorism

Unidentified Substances/Illicit Drugs

Water Outage/Restriction

Winter Storm/Ice Storm

Rapid Assessment Procedures

Rapid assessment is conducted by the first adult to assist in determining which functional content areas to implement and for which building occupants.

- Approach the scene with caution (e.g., suspicious package, injured, look for objects hanging overhead, spills, etc.)
- Assess the extent of the emergency; call or send someone to call 911 if assistance is needed
- Address life threatening issues prior to the arrival of first responders/administer First Aid for bleeding, breathing
- Identify and implement functional content areas as necessary
- Set a perimeter (establish a boundary for onlookers)
- Do not move victims unless their lives are endangered in the present location
- Once the scene is stabilized, ask bystanders for information
- Notify school administration/policy group
- Notify parents or guardians

REVERSE EVACUATION

Definition

Reverse evacuation is rapid reentry into the building. Reverse evacuation should occur when conditions are safer inside the building than outside. Reverse evacuation is rapid re-entry into the building.

Applicable to Below Hazards

Active Shooter

Bus Accident

Chemical Accident

Civil Disobedience

Explosion

Hostage

Lost Child

Severe Storm/Tornado

Terrorism

Winter Storm/Ice Storm

Reverse Evacuation Procedures

Notification

The P.A. system will be used to communicate with school activities outside of hearing range of interior building communication systems. See emergency communication functional content area for specific information.

Direction

Upon receiving notification to reverse evacuate, staff should direct students to immediately re-enter the building (or wherever the notification has specified). A pre-designated location will be identified for each staff member. Depending on the emergency, regular activities may continue within the building. Additional protective measures should be issued as necessary.

All Clear

Wait for the “all clear” to be issued, indicating hazard has passed and normal activities can resume outside. The School’s “all clear” will be indicated by an P.A. announcement.

SHELTER-IN-PLACE

Definition

Shelter-in-place is used when evacuation could unduly risk life and property. Shelter-in-place provides layers of protection against the hazard, but does not guarantee safety. Shelter-in-place is hazard specific and may involve staying in place or seeking shelter nearby.

Shelters are areas of the building that maximize the safety of occupants and may change depending on the hazard/threat. Shelter-in-place could last for minutes to days based upon hazard/threat.

Consult and implement the applicable hazard/threat specific protocols while sheltering (i.e., HVAC shutdown).

Applicable to Below Hazards

Active Shooter

Bomb Threat

Bus Accident

Chemical Accident

Civil Disturbance

Death

Earthquake

Explosion

Fire

Hostage

Medical: Bloodborne Pathogen

Power Outage

Severe Storm/Tornado

Terrorism

Winter Weather/Ice

Shelter-in-Place Procedures

Timely notification of the order to shelter in place is crucial. Multiple methods of notification are preferred. See Emergency Communication Functional Content Area for specifics on methods.

Extended Shelter-in-Place

Sheltering in place beyond a few hours may require additional resources to support the sheltered population.

Items that may be needed:

Life sustainment of sheltered occupants becomes a priority during extended sheltering events. Food, water, extra batteries, and toileting needs must be considered. Lack of access to medication stored at the school may cause a medical emergency. Supplies for sealing rooms to prevent transfer of contaminated air. Products and services identified above may need to be resupplied during extended sheltering. Contact county emergency management agency (EMA) if anticipating an extended sheltering time period to obtain additional resources.

Hazards/Threats

The following response information below is specific to each hazard or threat and supplements the actions found in the functional content areas. Procedures and information outlined in functional content areas are not duplicated here.

ACTIVE SHOOTER/ACTIVE AGGRESSOR

Definition

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Lockdown

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

Active Shooter Procedures

All school staff receive active shooter training at least annually. The school utilizes ALICE training to respond to active shooter situations.

Temporary Door Locking Devices (barricade system) (TDLD) OAC 1008.1.9.11 are only to be used for Active Shooter threats, but are not required. A TDLD is *“an assembly of parts intended to be engaged by a trained school staff member in a school building for the purpose of preventing both ingress and egress through a door in a school building for a finite period of time in an emergency situation and during active shooter drills.”*

Apollo uses Nightlock Lockdown 1 Door Barricade as a TDLD.

Responsibilities

- Those who are well acquainted with the suspect should identify themselves to the incident commander and be prepared to cooperate with law enforcement.
- Provide law enforcement with last known location of the suspect(s).
- School authorities must inform police if any armed staff are in the crime scene area.

BOMB THREAT

Definition

Notification of or perceived/actual presence of destructive device(s) or suspicious package(s) on school property. This may include any potential explosive device of an incendiary, chemical, biological, or radioactive nature.

Functional Content Areas That May Apply

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Shelter-in-Place

Bomb Threat Procedures

The FBI bomb threat checklist is provided to each staff member to place near all phones.

FBI/DOJ Bomb Threat Guidance

Conduct a Rapid Assessment

Low Risk

- Lacks realism: A threat that poses a minimal risk to the victim and public safety. The Probable motive is to cause disruption.
- Vague and indirect
- Information contained within the threat is inconsistent, implausible, or lacks detail
- Caller is definitely known and has called numerous times
- Threat was discovered instead of delivered (i.e., written on a wall)

Medium Risk

- Increased level of realism: threat that could be carried out, although it may not entirely appear realistic
- Threat is direct and feasible
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out
- May include indications of a possible place and time
- No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb
- Increased specificity to the threat (i.e., "I'm serious" or "I really mean this")

High Risk

- Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others.
- Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location of device
- Perpetrator provides his/her identify

- Threat suggest concrete steps have been taken toward carrying out the threat
- Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance.
- Determine if a search is warranted
- Determine if protective measures for the building is warranted
- Coordinate with local Law Enforcement

BULLYING (Harassment, Intimidation, and Bullying {HIB})

Definition

Harassment, intimidation or bullying behavior by any student/school personnel in the Apollo Career Center is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying, in accordance with ORC 3313.666, means any intentional written, verbal, graphic or physical acts including electronically transmitted acts (i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device), either overt or covert, by a student or group of students toward another student(s) with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop.

Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Anti-HIB Procedures

School personnel must report prohibited incidents of which they are aware to the school principal or other administrator designated by the principal;

Custodial parent or guardian of any student involved in a prohibited incident must be notified in accordance with the "Family Educational Rights and Privacy Act of 1974," and have access to any written reports pertaining to the incident;

HAZING AND BULLYING (Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationship. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This behavior is prohibited on school property, on a school bus or at a school-sponsored activity. Students found responsible for harassment, intimidation or bullying by an electronic act may be suspended.

Permission, consent or assumption of risk by an individual subjected to hazing, bullying and/or dating violence does not lessen the prohibition contained in this policy.

The District includes, within the health curriculum, age-appropriate instruction in dating violence prevention education in grades 7 to 12. This instruction includes recognizing warning signs of dating violence and the characteristics of healthy relationships.

Prohibited activities of any type, including those activities engaged in via computer and/or electronic communications devices or electronic means, are inconsistent with the educational process and are prohibited at all times. The District educates minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the principal/designee and appropriate discipline is administered.

The Superintendent/designee must provide the Board President with a semiannual written summary of all reported incidents and post the summary on the District's website, to the extent permitted by law.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students and by November 30 annually reports to the Ohio Department of Education compliance with this requirement through the consolidated school mandate report. If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting an incident of hazing and/or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one is permitted to retaliate against an employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing and/or bullying of an individual.

BUS ACCIDENT

Definition

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities, etc.). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained.

Schools buses are required to have a first aid kit that conforms to federal standards. See OAC 3301-83 for specifics on emergency and evacuation procedures.

Functional Content Areas That May Apply

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

Bus Accident Procedures

The school and bus driver must adhere to the Ohio Pupil Transportation Operation and Safety Rules – current edition. The bus driver is the decision maker, unless incapacitated by accident, and should take all steps to protect students until help arrives, compliant with OAC 3301-15-83.

The principal should send appropriate transportation and/or other staff to the accident location.

Fire

Definition

A fire is considered to be combustion or burning, in which substances typically give out bright light, heat, and smoke. Fire can result in injury to persons, loss of life, and/or property damage.

Ensuring compliance with the fire plan in OAC 1301:7-7-04 is the responsibility of the local jurisdiction having authority, due to their expertise and physical access to the building.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

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Rapid Assessment

Fire Procedures

All staff are trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm, report the fire to the Principal.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- Take attendance.
- No one may re-enter building(s) until it is declared safe by the fire department.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.

HOSTAGE

Definition

A hostage situation involves one or more persons being held against their will by one or more individuals. If weapons are present, this should be viewed as an active shooter hazard/threat. Hostage situations may develop out of active shooter incidents or child abduction events. This hazard may be applicable if an abduction or kidnapping of a child occurs.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Lockdown

Mental Health Services

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Reverse Evacuation

Shelter-in-Place

Hostage Procedures

- Cooperate with hostage taker
- De-escalate the situation, if possible
- Stall for time, if possible
- Do not aggravate the hostage taker
- Provide law enforcement with last known location of suspect(s).
- Those who know hostage and/or hostage taker should identify themselves to the incident commander and be prepared to cooperate with law enforcement.

MEDICAL: BLOODBORNE PATHOGEN

Definition

Bloodborne pathogens are present in human blood and can cause disease in humans. Some examples are hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Functional Content Areas That May Apply

Emergency Communication

Lockdown

Medical Response

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Shelter-in-Place

Medical: Bloodborne Pathogen Procedures

Training

Custodial, maintenance, and other employees that may be exposed to human blood or other regulated body fluids have received training annually on bloodborne pathogens.

Special Supplies and Equipment

- Goggles/face protection
- Nitrile Gloves
- First Step/cleaning agent
- Disinfectants
- Medical Waste Disposal Containers/Red bags
- Shoe protection

Medical: Bloodborne Pathogen Procedures

- If it's wet and not yours, don't touch it.
- Determine the nature of the event. (Vomit, urine, feces, etc. are not considered bloodborne events if blood is not visible to the eye, but still require special handling.)
- Disposable gloves and disinfectant cleaning agent are more than adequate for clean-up.
- Where possible, keep the bleeding person contained in one area. Do not allow them to travel through the building until the bleeding is stopped.

- Do not use gloves that show signs of deterioration, such as peeling, cracking, discoloration, punctures, tears, etc.
- The school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes. (Do not to use bar soap or cloth towels for hand-washing that could pass contamination to others).

Contaminated Supplies and Labeling Infectious Waste

Soiled items must be placed in a biohazard bag. The tags applied to waste receptacles containing contaminated articles must have the signal word "BIOHAZARD" or the biological hazard symbol. If tags are not used, then other equally effective means of identification shall be used. Disposal of bags or other biohazard containers are picked up by SHARPS.

Severe Storm/Tornado

Definition

A severe storm or tornado may occur anywhere, any time of year, day or time. The National Weather Service issues watches and warnings so that the public may take steps to protect themselves from hazardous weather. Two primary categories of hazardous weather are watches and warnings.

Watch

The conditions exist for severe weather to form. Continue to monitor conditions.

Warning

Severe weather has been spotted or is indicated on radar. Seek shelter immediately.

There are three types of hazardous weather that typically fall under a severe storm category they are Lightning, Severe Thunderstorm, and Tornado.

Lightning

Lightning may occur any time of year or time of day. Any outdoor activities will be canceled or moved inside until 30 minutes AFTER the last rumble of thunder.

Severe Thunderstorm

A severe thunderstorm is capable of producing one-inch diameter hail and/or wind gusts exceeding 58 mph.

Tornado

A tornado is a violently rotating column of air extending from the base of a thunderstorm to the ground. The strength of a tornado is measured by a set of wind estimates on the EF Scale.

EF Number	3 Second Wind Gust (MPH) estimated
0	65-85
1	86-110
2	111-135
3	136-165
4	166-200
5	Over 200

Functional Content Areas That May Apply

Close School

Emergency Communications

Evacuation

Family Reunification

Mental Health Response

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

Severe Storm/Tornado Procedures

- Monitor NOAA weather radio.
- Stay away from windows and doors.

- Hallways with exterior doors may become a wind tunnel and would be dangerous.
- Do not seek shelter in rooms with a large roof span (gymnasium, auditorium, cafeteria).

For a tornado

- D** - Go **DOWN** to the lowest level
- U** - Get **UNDER** something
- C** - **COVER** your head
- K** - **KEEP** in shelter until the storm has passed

TERRORISM

Definition

Terrorism is defined in Title 22 Chapter 38 U.S. Code § 2656f as "premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents." Examples include (but are not limited to): chemical, biological, nuclear, radiological and conventional weapon (explosives, small arms, etc.) attacks, vehicle-borne and improvised explosive devices, hostage situations and suicide attacks.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

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Reverse Evacuation

Shelter-in-Place

Terrorism Procedures

The school has designated the Principle to coordinate with Ohio Homeland Security officials in the event of a terrorist threat.

“SEE SOMETHING, SAY SOMETHING”

Suspicious activity should be reported to:

- Local Law Enforcement
- Ohio Homeland Security (OHS); Fusion Center Network
 - 1-877-647-4683, OHS Terrorism Analysis Unit, Tip line
 - 1-844-557-8222, STACC@dps.ohio.gov (Columbus)
 - 1-216-515-8477, info@neofc.us (Northeast Ohio Regional Fusion Center)
 - 1-513-263-8000, gcfc@gcfc.org (Greater Cincinnati Fusion Center)

School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

Coordinate with local law enforcement to determine recommended course of action.

If an alert or an attack takes place in the school community, expect a high level of law enforcement activity at the local, state and federal levels. Also, expect extensive media coverage, international implications/consequences and fear to continue for a prolonged period.

CHEMICAL ACCIDENT

Definition

A chemical accident may occur within the building as a result of chemicals stored at the school or a chemical accident nearby. The Local Emergency Planning Committee (LEPC), managed by the County Emergency Management Agency, oversees hazardous materials and may assist with identification of chemical hazardous materials near the school.

Schools located near highways or railroads have a greater risk because of the quantity and variety of chemicals transported.

Functional Content Areas That May Apply

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

Chemical Accident Procedures

- A list of chemicals stored on site is maintained by the Facility Manager and can be found at the High School Office, Central Receiving or online through Public School Works.
- Cleanup equipment and personal protective equipment are located in a storage unit in Central Receiving.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- If the spill occurs within the building, isolate the area.

The following are possible sources of a chemical accident nearby the school:

- Husky Refinery

CIVIL DISTURBANCE

Definition

Civil disturbance is a general term used to describe a variety of violent situations. It does not include nonviolent demonstrations protected by the first amendment. For this reason, actions to be taken should be determined by the administration.

Functional Content Areas That May Apply

Close School

Emergency Communication

Family Reunification

Lockdown

Mental Health Services

Rapid Assessment

Reverse Evacuation

Civil Disturbance Procedures

- Crowd control is complex and unpredictable.

- Announce to the school occupants in plain language what is occurring and which protective measure they should take.
- If there is a disruption within the school, utilize the Lockdown functional content area and move all of the students and staff that are not involved to safe areas.
- Warn staff and students to be alert for unattended and suspicious items carried or left by disrupters; do not touch, move, jar, cover or otherwise disturb these. Immediately report the presence of such objects to the office/administrator.

DAM FAILURE

Definition

A dam failure is defined as an uncontrolled release of a reservoir. In areas that could be flooded as a result of a failure of or operation of a dam, there is potential for loss of life and damage to property. In Ohio there are 1,656 known dams; 498 high, 541 significant, and 639 low hazard potential dams.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Dam Failure Procedures

Notification is key during a dam failure and should be made available to the public through local media. In most cases, the public will receive adequate warning to evacuate potentially dangerous areas.

School Administrators will need to coordinate a decision to close school with the county Emergency Management Agency.

Dam Failure Emergency Classifications

- **Condition A:** Failure is imminent or has occurred
- **Condition B:** Potential failure situation is developing
- **Non-failure emergency condition** (may include flooding downstream)

Ohio and Federal Dam Classification Systems		
Ohio Hazard Classification	Description	Corresponding Federal Classification
Class I	Probable loss of life, serious hazard to health, structural damage to high value property (i.e., homes, industries, major public utilities)	High
Class II	Flood water damage to homes, businesses, industrial structures (no loss of life envisioned), damage to state and interstate highways, railroads, only access to residential areas	High
Class III	Damage to low value non-residential structures, local roads, agricultural crops and livestock	Significant
Class IV	Losses restricted mainly to the dam	Low

Source: www.dnr.stat.oh.us/water/dsafety/whatdam.htm

DEATH

Definition

Death can occur suddenly and without warning, even in an educational setting; it can be caused by violence, self-harm, a medical emergency or an accident.

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

Death Response Procedures

- Immediately clear the area except those who are providing direct support to the victim.
- Clear scene of any ongoing hazards for any medical or other hazards created by the event.
- Notify family
 - If the victim is a staff member, notify the school superintendent to provide notification to family. Notification must be made in person.

- If the victim is a student, coordinate with law enforcement to notify parents, if not on-scene. Notification must be made in person.
- Mental Health assistance and programming should be made available for the entire educational community.

DROP, COVER, AND HOLD ON

Definition

An earthquake has the potential to knock you to the ground. Earthquakes can cause furniture to move, and even buildings to collapse.

Applicable to Below Hazards

Earthquake

Drop, Cover, and Hold On Procedure

DROP where you are, onto your hands and knees. Stay low and crawl to shelter if nearby.

COVER your head and neck with one arm and hand.

- If a sturdy table or desk is nearby, crawl underneath it for shelter
- If no shelter is nearby, crawl next to an interior wall (away from windows)
- Stay on your knees; bend over to protect vital organs

HOLD ON until the shaking stops.

- Under shelter: hold onto it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

After an Earthquake

Aftershocks can occur following the initial quake. These may occur immediately and last sporadically for weeks or months.

EARTHQUAKE

Definition

Earthquakes often occur without notice and can be followed by aftershocks that can be worse than the initial quake. Earthquakes can cause furniture to move and even buildings to collapse.

The magnitude of an earthquake is expressed in whole numbers and decimal fractions. Each whole number increase is a tenfold increase in amplitude or energy of the quake.

Magnitude	Earthquake Effects
2.5 or Less	Usually not felt, but can be recorded by seismograph.
2.5 to 5.4	Often felt, but only causes minor damage.
5.5 to 6.0	Slight damage to buildings and other structures.
6.1 to 6.9	May cause a lot of damage in very populated areas.
7.0 to 7.9	Major earthquake. serious damage.
8.0 or Greater	Great earthquake. can totally destroy communities near the epicenter.

Functional Content Areas That May Apply

Close School

Drop, Cover, Hold On

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

Earthquake Procedures

- Falling debris and collapsing walls/buildings remain a potential hazard
- Secondary hazards (downed power lines, gas leaks, fires, etc.) may occur
- Emergency response may be delayed due to damage to roads/bridges

EXPLOSION

Definition

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard.

Functional Content Areas That May Apply

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

Explosion Procedures

- Do not re-enter the building until declared safe by the fire department.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- Do not store petroleum and fertilizer in the same location.

FLOOD

Definition

Floods can occur anywhere, anytime of year. Flood waters can appear suddenly, known as flash flooding, or can rise slowly.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Flood Procedures

- Never drive through a flooded street.
- It is never safe to walk near or in flood waters.
- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- Designated staff members will assist the search team to ensure that all students have been located and/or evacuated.

GAS LEAK/OUTAGE

Definition

A gas outage can occur at any time, for a variety of reasons, and usually without warning.

Functional Content Areas That May Apply

Close School

Emergency Communications

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Gas Leak/Outage Procedures

Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds or escalating.

- Evacuate population to on-site evacuation site (away from the hazard)
- **SMELL and TELL:** Any leak or suspected leak should be reported to the Fire Department and the Gas provider immediately (see Emergency Contact Sheet for phone numbers)
 - Determine whether the source of the leak is inside or outside building
- **Follow Fire Department instructions before relocating building to an off-site location.**

Consider the potential consequences of an outage:

- Heating may not be available
- Hot water may not be available
- Some food preparation equipment may not be available
- Some Science Labs may be affected

The School has put the following plans in place to mitigate these issues:

- Buses could be used as temporary, mobile shelters during inclement weather
- Turn off electrical devices
- Turn off and abandon any motorized equipment in close proximity to the leak
- See Apollo Gas Leak Procedures Below:

EMERGENCY RESPONSE PROCEDURES - GAS LEAK

PURPOSE

The purpose of this plan is to establish procedures in the event of a gas leak.

This program supports compliance with the Occupational Safety and Health Administration requirements designed to protect employees and prevent accident damage to underground utility installations, as found in 29 CFR 1910.134. This program applies to all Apollo associates and students who work in areas in which the potential exposure to airborne contaminants or a fire caused by a natural gas leak may occur.

PROGRAM RESPONSIBILITIES

The Facility Manager is the Program Administrator and responsibilities include:

- Issuing and administering the program and making sure that it satisfies all applicable federal, state and local respiratory protection requirements.
- Providing initial and periodic training to supervisors and instructors on gas leak procedures.
- Maintaining the training records of all associates included in training sessions.
- Ensures all utilities have been properly located before any digging takes place.

Supervisors and Team Leaders:

- Ensure all staff has complied with training requirements and has an understanding of the proper procedures.
- Have knowledge of where all gas shut-off valves are located.

Associates and students who may be part of excavating where gas lines or other utilities may be located:

- Ensure that OUPS (Ohio Utilities Protection Services) has been called to locate any utility lines before digging of any kind 1-800-362-2764.
- Have taken the Excavation, Trenching, and Shoring online safety course.

PROGRAM ACTIVITIES

The general aspects of the program are as listed:

- Natural gas in its natural state is odorless and colorless. To be easily detected, Dominion Gas injects an odorant called mercaptan into the system. This odor is highly concentrated that even the smallest amounts of natural gas can be detected. Mercaptan gives off a foul smell, reminiscent of rotten eggs. Any odor of this type within the school may indicate a possible leak.
- If you think you smell a faint odor of either natural or propane gas, you should take this action:
 - Investigate immediately and try to determine location and possible source of the leak.
 - If the source of odor cannot be determined or located, call maintenance at extension 2907 or Nick Michel's cell phone at (419) 230-5741. If no one can be reached at these numbers call 911 for Shawnee Fire Department.
- If a strong or persistent odor of gas is present, or you hear a hissing sound of escaping natural gas, follow this procedure:
 - Evacuate everyone from the building immediately and pull the fire alarm.
 - Open windows and doors wide if possible to ventilate the building. Start where odor is the strongest. **DO NOT** re-enter the building for this purpose.
 - **DO NOT** use the telephone from inside the building. This includes cellular phones and all types of portable communication and electronic devices that have a battery. These can spark and create a source of ignition. Go to the neighbors or phone away from the building and call 911 for Shawnee Township Fire Department. Tell the operator where you will meet the fire responders. Call Dominion Gas at 1-877-542-2630.
 - **DO NOT** light matches or create any other source of ignition.
 - **DO NOT** operate any electrical switches, appliance controls, or pull any plugs from outlets
 - If the location is known, close the cut-off-valve near the gas meter and **DO NOT** turn it on again. A Dominion Representative will turn it back on.
 - The Apollo maintenance department will be responsible for turning off all air handling units to the facility. This can be done remotely from any computer with internet access if needed.

INJURY/HEALTH EMERGENCY

Definition

Medical emergencies can occur at a varying level of severity.

A school nurse is on school premises Monday through Friday. We also typically have other trained medical personnel in our adult programs.

Functional Content Areas That May Apply

Emergency Communication

Lockdown

Medical Response

Mental Health Services

Rapid Assessment

Injury/Health Emergency Procedures

- Action or inaction can determine if the individual lives or dies. Fast action and decision-making are crucial.
- Administer appropriate first-aid according to your level of training until help arrives.
- Isolate the victim except for those assisting.
- Principal shall designate a staff member to accompany the injured who are transported to the hospital.
- Notify parent, guardian or another appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.

LOST CHILD

Definition

A child is considered lost whenever a question has been raised as to their current location.

The following scenarios are included in this hazard:

- Stranger or family abduction
- Missing from class
- Not returning from recess
- Not arriving at the expected after-school location whether it be home, daycare or school event.
- Abducted or kidnapped

Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Reverse Evacuation

Lost Child Procedures

- Report missing child to office with a description and other noteworthy information about the child.
 - Be aware of lost child's special needs (i.e., medication, learning disability)
- Attempt to locate the child.
- Use PA system to call child to office
- Conduct a walk-through of the interior and exterior.
 - Pre-assign search areas adjacent to daily staff assignments.
 - Staff members who do not supervise students should search all other areas.
 - Search all buses.

If child is not found:

- Increase number of staff members searching exterior and interior
- Contact Police (911)
- Notify Parents
- Contact bus transportation, if appropriate
- Notify Field Trip location
- Contact Central Office

Medical: Pandemic

Definition

A pandemic is an outbreak of disease that can spread easily from person to person. When people do not have natural immunity to a virus, serious illness or death is more likely to occur in any age group. This may be a local, regional, or global outbreak.

Functional Content Areas That May Apply

Close School

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Medical: Pandemic Procedures

- The school will decontaminate all surfaces when 25% of the school population is absent.
- The school administration will close school when 60% of the school population is absent.
- Adjust school academic hours to ensure state academic hours are met for all students impacted.

Nuclear Incident

Definition

An accident at a nuclear power plant could result in dangerous levels of radiation that could affect the health and safety. Schools located near nuclear power plants are included in local emergency response plans and have tested their roles on a regular basis.

There are 4 levels of an emergency at a nuclear power plant:

- Notification of an Unusual Event (NOUE) – Actual or potential degradation of the level of safety of the plant or indication of a security threat to the facility.
- Alert – Actual or potential substantial degradation of the level of safety of the plant or a security

event that involves probable life threatening risk to site personnel or damage to site equipment because of intentional malicious dedicated efforts of a hostile act.

- Site area emergency (SAE) – Actual or likely major failures of plant systems needed for protection of the public or security events that result in intentional damage or malicious acts: (1) toward site personnel or equipment that could lead to the likely failure of, or (2) prevents effective access to equipment needed for the protection of the public.
- General Emergency (GE) – Actual or imminent substantial core degradation or melting with potential for loss of containment integrity or security events that result in an actual loss of physical control of the facility.

There are 2 nuclear power plants that impact Ohio: Perry Nuclear Power Plant near Painesville, OH and Davis Besse Nuclear Power Station near Toledo, OH.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Nuclear Incident Procedures

The School Administrator should activate the Radiological Preparedness Plan.

POWER OUTAGE

Definition

A power outage can occur at any time, for a variety of reasons and usually without warning.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Shelter-in-Place

Power Outage Procedures

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
 - If downed lines, sparking or another danger is observed, call 9-1-1 immediately.
- Call the Electric Service provider and report the outage (and law enforcement using the non-emergency phone number; see Emergency Contact Sheet).
- Notify the District Office.
- For extended outages (i.e., more than 2 hours) contact the county EMA.

Consider the potential consequences of an outage

- Areas without windows (i.e., restrooms, interior classrooms) may be in total darkness and may become safety hazards.
- Heating/Cooling will not be available.
- If water is pumped from a well, water may not be available.
- Computer equipment, not connected to a UPS (uninterrupted power supply), may lose data and will be unavailable.
- Refrigerators (including Nurse's Office), Freezers will cease cooling.
- Some food prep equipment (electrical appliances, fryers, etc.) will be unavailable.
- Security cameras, electronic locks, buzzers, if not on UPS, may cease to function.
- VoIP (Voice over internet protocol) phone systems will not function.
- Building internet servers may not be available.
- Emergency Notification systems (PA, paging, computer-generated alerts) may not be available.
- Emergency radio and television broadcasts may not be accessible.
- Battery chargers will not function.
- Student breathing treatments, etc., cannot take place.

The School has put the following plans in place to mitigate these issues

- UPS unit(s) are in place for school office computer.
- A sufficient supply of useable batteries are available and checked quarterly.
- Backup generators are used to supply power for lighting, HVAC, Technology and kitchen freezers and coolers. Generators are tested every Friday.
- Turn off available electrical equipment prior to power being restored.
- Stagger turning equipment on following an outage.

SEXUAL ASSAULT/ABUSE

Definition

This section addresses actions to be taken for any real or suspected sexual assault situation. First consideration should be given to the physical and mental safety and privacy of the victim. Sexual assault and abuse is any type of sexual activity that a person does not willingly permit including touching, child molestation, rape and attempted rape (vaginal, anal or oral penetration).

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Sexual Assault/Abuse Procedures

- Preserve the crime scene until law enforcement arrives.
- Once the initial allegation has been reported, school authorities shall rely on law enforcement to conduct further investigation.
- Only clean the scene once it has been released by law enforcement.
- Assign a compassionate adult trained in trauma to remain with the victim.
- School authorities should not permit the victim to wash or shower until after a physical exam as taken place.
- Advise staff not to use victim's name on walkie-talkies, PA system, etc., and not to release victim's identity EXCEPT to law enforcement.
- Security camera tapes shall be preserved and secured.
- If the victim's clothing has been turned over to school authorities, measures will be taken to protect and provide it to law enforcement.
- School authorities are obligated to notify law enforcement of suspected criminal acts.
- Law enforcement will investigate to determine if the allegation is credible. ORC 2921.22
- School authorities will cooperate with law enforcement in a lawful investigation. ORC 2921.31

UNIDENTIFIED SUBSTANCES/ILLICIT DRUGS

Definition

Schools may encounter unidentified powders/substances that have been discarded or found during routine drug sweeps, locker inspections, and searches of students/staff.

School authorities must be aware that certain commonly used drugs are "transdermal" which means the pharmaceutical can be absorbed through the skin. Fentanyl, in particular, is a highly dangerous, potentially deadly substance which is frequently used as a cutting agent for cocaine and heroin.

Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Unidentified Substances/Illicit Drugs Procedures

- Proper personal protective equipment shall be used during any search.
 - Nitrile gloves
 - Mask
- Do not touch, taste or handle unidentified substances.
- Narcan (Naloxone) is available at the school to be used during exposures or overdoses.
- Secure the area where the unidentified substances are found until first responders arrive.
- School authorities will contact the law enforcement if unidentified substances are discovered.
- School authorities will follow law enforcement/department of health instructions for cleanup of unidentified substances found at the school.

Water Outage/Restriction

Definition

A water outage can occur at any time, for a variety of reasons, and usually without warning. There is a difference between a water outage (no running water) and a drinking water restriction (water is not suitable for consumption or cooking, but is available).

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Water Outage/Restriction Procedures

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
- Call Water service provider and report the outage.

Consider the potential consequences of an outage

- Toilets will not flush.
- Drinking water will not be available.
- Hand washing will be unavailable.
- Food prep would be difficult, if not impossible.
- Washing/sanitizing dishes would be impossible.

The School has put the following plans in place to mitigate these issues

- Mobile toilets will be rented as a temporary measure.
- Bottled water will be provided for drinking by the school district through the classroom teacher.
- Hand sanitizer is available in each classroom and restroom.
- Food will be provided by an outside vendor or a neighboring school.
- Disposable dishes, flatware, etc. will be provided.
- Once water is restored; the school will comply with restrictions of use issued by the Water provider following the outage, which may include running water through all taps, complying with a boil alert, using only bottled water for drinking, food preparation, etc.

Winter Storm/Ice Storm

Definition

Snow, ice and wind have significant and varying impacts on schools.

Winter Storm Warning- Life-threatening severe winter conditions have begun or will begin within 24hours.

Winter Storm Watch- Potential for significant and hazardous winter weather within 48 hours. It does not mean that significant and hazardous winter weather will occur...it only means it is possible.

Significant and hazardous winter weather is defined as a combination of any of the following:

- 5 inches or more of snow/sleet within a 12-hour period **or** 7 inches or more of snow/sleet within a 24-hour period.
- Enough ice accumulation to cause damage to trees or power lines.
- Life threatening or damaging combination of snow and/or ice accumulation with wind.

Ice Storm Warning- ¼ inch or more of ice accumulation (tree limbs break, widespread power outages, icy roads and bridges)

Wind Chill Index- Measure of how cold people feel due to the combined effect of wind and cold temperatures.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

Winter Storm/Ice Storm Procedures

- Facilities Manager is responsible to look at long range forecasts to stockpile adequate amounts of snow and ice removal resources.
- Superintendent is responsible to monitor the weather and make recommendations to delay and/or close.
- Road conditions should be considered when determining to stay open, delay, or close.
- Decisions to delay or close are made by Superintendent, who has the authority to delay and/or close school. The alternate decision maker is the principal].
- A decision to delay or close will be made by 6:00 AM

Decisions to delay or close

Thresholds for delaying school for snow, ice and wind chill will be based upon multiple variables related to weather.



Wind Chill Chart



		Temperature (°F)																		
		Calm	40	35	30	25	20	15	10	5	0	-5	-10	-15	-20	-25	-30	-35	-40	-45
Wind (mph)	5	36	31	25	19	13	7	1	-5	-11	-16	-22	-28	-34	-40	-46	-52	-57	-63	
	10	34	27	21	15	9	3	-4	-10	-16	-22	-28	-35	-41	-47	-53	-59	-66	-72	
	15	32	25	19	13	6	0	-7	-13	-19	-26	-32	-39	-45	-51	-58	-64	-71	-77	
	20	30	24	17	11	4	-2	-9	-15	-22	-29	-35	-42	-48	-55	-61	-68	-74	-81	
	25	29	23	16	9	3	-4	-11	-17	-24	-31	-37	-44	-51	-58	-64	-71	-78	-84	
	30	28	22	15	8	1	-5	-12	-19	-26	-33	-39	-46	-53	-60	-67	-73	-80	-87	
	35	28	21	14	7	0	-7	-14	-21	-27	-34	-41	-48	-55	-62	-69	-76	-82	-89	
	40	27	20	13	6	-1	-8	-15	-22	-29	-36	-43	-50	-57	-64	-71	-78	-84	-91	
	45	26	19	12	5	-2	-9	-16	-23	-30	-37	-44	-51	-58	-65	-72	-79	-86	-93	
	50	26	19	12	4	-3	-10	-17	-24	-31	-38	-45	-52	-60	-67	-74	-81	-88	-95	
	55	25	18	11	4	-3	-11	-18	-25	-32	-39	-46	-54	-61	-68	-75	-82	-89	-97	
	60	25	17	10	3	-4	-11	-19	-26	-33	-40	-48	-55	-62	-69	-76	-84	-91	-98	
		Frostbite Times																		
		30 minutes					10 minutes					5 minutes								
		$Wind\ Chill\ (°F) = 35.74 + 0.6215T - 35.75(V^{0.16}) + 0.4275T(V^{0.16})$																		
		Where, T= Air Temperature (°F) V= Wind Speed (mph)																		
		Effective 11/01/01																		

VI. RECOVERY

Following an incident, the school will need to recover from the physical and emotional harm caused by the emergency. The goal of recovery is to return school operations back to as near pre-emergency status as possible.

The school administrator will designate appropriate personnel to collaborate with external resources to accomplish the following:

- Confirm the safety of the structure and all other products and services crucial to the daily needs of the school operations as found in Section II.E of this plan. If structure is not safe implement the Continuity of Operations Plan (COOP).
- Verify continued access to student and administrative records.
- Confirm an adequate number of staff and teachers are available.
- Document damaged facilities, lost equipment and resources and special personnel expenses. Share losses with county emergency management agency as federal disaster reimbursement may be available.

CONTINUITY OF OPERATIONS PLAN (COOP)

Definition

A Continuation of Operations Plan (COOP) is needed when the facility is unavailable for an extended period of time, typically weeks or months. Plans may vary depending upon the circumstance and duration of unavailability.

Procedure

School districts, joint vocational school districts, and chartered nonpublic schools will be required to be open for instruction for a minimum of:

- 455 hours for students in half-day kindergarten;
 - 910 hours for students in full-day kindergarten through Grade 6; and
- 1,001 hours for students in Grades 7-12 are considered a full school year.

Community schools must provide a minimum of 920 hours of learning opportunities per year.

If the facility is unavailable, the school is required to provide instructional hours that meet the annual requirement. Below are some possible solutions:

Short-Term Unavailability:

If building restoration can happen within 2 weeks, consider a temporary closure and the following methods to restore instructional hours:

- Add an hour to each school day
- Hold classes on Saturdays
- Extend the school year

Long-Term Unavailability:

- Contact the County Emergency Management Agency who can assist with resources.
- Contact the Ohio Department of Education who can provide assistance on how to meet educational requirements.
- Locate an alternate facility
 - Consider local churches and community centers, with adequate space and restrooms.
 - Establish a Memorandum of Understanding (MOU) for use of the facility.
- Share a building with another school by running on split schedules
 - Establish an MOU.
- Transition to an online educational format
 - Ensure that all students have computer and internet access.
 - The local Library may be able to provide assistance.

Permanent Closure:

- Transfer student records to the Ohio Department of Education.
- Communicate closure to parents as quickly as possible.

VII. PLAN ADMINISTRATION

Approval of the Plan

While developing the emergency management plan for each building, the administrator must involve the following who must sign the plan as described in ORC 3313.536.

- Community law enforcement
- Fire Officials
- Emergency Medical Technician
- Emergency Management
- Behavioral Health Community Partner
- Parents of students who are assigned to the building
- Teaching employees who are assigned to the building
- Nonteaching employees who are assigned to the building

Changes made to the plan should be shared with all emergency responder agencies and with all signatories.

Planning Team/Safety Committee

The Planning Team/Safety Committee, per OAC 3301-5-01 (C), is the group of building personnel and community stakeholders who address safety issues within the school. They meet 10 times per year. The team also collaborates via email, phone calls and one on one meetings. Persons who are not members of the team are invited to make security recommendations at Planning and Safety Committee meetings and directly with school staff.

The Safety Committee members are:

- Building personnel
- Keith Horner, Superintendent
- Nick Sammetinger, Principal
- Sheryl Diglia, School Nurse
- Troy Stevenson, School Resource Officer
- Nick Michel, Facilities Manager

Community Stakeholders

- Chief Rob Kohli, Law Enforcement
- Chief Todd Truesdale, Fire Department
- Chief Todd Truesdale, EMS
- Tom Burger, Emergency Management

Annual Plan Certification

The emergency management plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision.

Between January 1 and July 1 of each calendar year, the school administrator shall review the plan and certify to the Ohio Department of Education that the plan is current and accurate. The certification must be entered into SAFE no later than July 1. During the annual review, the School EOP and all components of the Comprehensive Emergency Management Plan will be checked for compliance with ORC 3313.536 and any other applicable state or local ordinance.

Additionally, if at any time changes are made to the School EOP, the revised content will be uploaded to the school's SAFE account within 10 days of those changes being adopted.

In order to remain in compliance with ORC 3313.536, the administrator shall renew the school emergency management plan at least once every three years. Evaluation for compliance will occur at this time.

Personal Emergency Preparedness

All Apollo Career Center staff members are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following an emergency. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

Every staff member should:

- Have a plan
- Make an emergency kit
- Have a communication plan
- Alert employer of situations that may cause danger at the school

VIII. EOP RECORD OF CHANGE

[illegible]

APPENDIX B

GRAMM-LEACH-BLILEY ACT (GLBA): SAFEGUARDING OF CONFIDENTIAL FINANCIAL AND PERSONAL INFORMATION

Introduction

Apollo Career Center is committed to the ongoing protection of confidential financial information that it may collect from faculty, staff, students, alumni and others. The Gramm-Leach-Bliley Act* ("GLBA") addresses the privacy of non-public identifying information and describes the necessity for administrative, technical and physical safeguarding of that type of information. GLBA mandates that Apollo develop, implement and maintain a comprehensive information security program (the "Plan") to insure the safeguarding of Confidential Financial Information ("CFI"). Apollo Career Center obtains CFI from students, faculty, staff and others that may include, but is not limited to:

- Names
- Social Security Numbers
- Date and location of birth
- Gender
- Driver's license information
- Salary history
- Tax or financial information from a student or a student's parents

This policy applies to Apollo Career Center personnel who administer, manage, maintain or use CFI. It also applies to the supervisors of those individuals. It applies to all locations of this information, whether on campus or from remote locations. CFI includes any paper or electronic record containing non-public personal information about a customer that Apollo, or its affiliates, handle and maintain. CFI includes any personally identifiable information provided by students in order to obtain a financial product or service from Apollo Career Center (such as financial aid).

Specific Authority

The GLBA is implemented by 16 CFR Part 314 and the Federal Trade Commission (FTC) Rules on "Standards for Safeguarding Customer Information". This policy statement sets Apollo Career Center's policy to ensure ongoing protection of CFI and serves as written evidence of a Security Plan in compliance with 16 CFR Part 314.3(a). The GLBA uses the term "customer" to describe persons whose information is to be protected under the Act.

GLBA Objectives and Requirements

The objectives of GLBA are to:

- Insure the security and confidentiality of customer information
- Protect against any anticipated threats or hazards to the security and integrity of such information
- Protect against unauthorized access to or use of such information that could result in substantial harm or inconvenience to any customer

"Customers" of Apollo Career Center include, but are not limited to faculty, staff, students, alumni and others. To comply with safeguarding confidential financial records and related personal information and achieve those objectives, Apollo Career Center is required to:

- Designate a qualified individual responsible for overseeing and implementing the institution's information security program and enforcing the information security program (16 CFR 314.4(a)).
- Identify and assess risks to customer information and evaluate the effectiveness of the current safeguards (16 CFR 314.4(b)).
- Implement a safeguards program to control the risks the institution identifies through its risk assessment (16 CFR 314.4(c)). At a minimum, the written information security program must address the implementation of the minimum safeguards identified in 16 CFR 314.4(c)(1) through (8).
- Implement testing and monitoring of the effectiveness of the safeguards it has implemented (16 CFR 314.4(d)).

GRAMM-LEACH-BLILEY ACT (GLBA): SAFEGUARDING OF CONFIDENTIAL FINANCIAL AND PERSONAL INFORMATION (continued)

- Implement policies and procedures to ensure that personnel are able to enact the information security program (16 CFR 314.4(e)).
- Select appropriate service providers and ensure that contracts with those providers include adequate safeguards for customer information (16 CFR 314.4(f)).
- Provide for evaluating and adjusting the information security program in light of relevant circumstances (16 CFR 314.4(g)).
- Establish an incident response plan (16 CFR 314.4(h)).
- Technology Coordinator to report annually to the Board of Education on the institution's information security program (16 CFR 314.4(i)).

Who Receives Information and Why?

As required by GLBA, APOLLO CAREER CENTER does not disclose any non-public financial information about our students/customers, or former student/customers, to anyone, except as permitted by law. Apollo Career Center may exchange such information with its affiliates and certain nonaffiliated third parties (under limited circumstances) to the extent permissible under law to service student loan accounts, collect on delinquent accounts, or provide other financial services related activities.

Upon request, a student/customer shall be informed of the existence, use and disclosure of their information, and shall be given access to it. Students/customers may verify the accuracy and completeness of their information, and may request that it be amended, if appropriate. Student Services is responsible for obtaining and presenting information when requested by a customer.

Technology Coordinator

The Technology Coordinator is the designated individual that is responsible for the implementation and execution of the Information Security Program Plan at Apollo Career Center. All correspondence and inquiries should be directed to the Technology Coordinator in the IT Department.

The Technology Coordinator should assist the various offices of the Career Center that have access to CFI to identify and reasonably foresee internal and external risks to the security of CFI. Further, the Technology Coordinator should (1) evaluate the effectiveness of the current safeguards for controlling these risks; (2) regularly monitor and test the Plan; and (3) design and implement any necessary changes to the Plan. The Technology Coordinator should also work with other relevant departments to identify third-party providers who have access to CFI so that APOLLO CAREER CENTER secures contracts with those third party providers to ensure the protection of CFI.

Implementation for Policy

- Employee Training and Management
 - Apollo Career Center employees that will have access to CFI shall receive proper training on the importance of confidentiality of certain records, such as student records, student financial information, tax records and any other CFI maintained by APOLLO CAREER CENTER, and the proper storage of CFI materials. All Apollo Career Center employees with access to computers shall be trained in the proper use of CFI and the use of passwords to prevent the transmission or communication of CFI to unauthorized persons.
- Information Security System
 - Access to CFI through the APOLLO CAREER CENTER computer network shall be limited to those APOLLO CAREER CENTER employees who have a valid legitimate reason to have such information. All CFI that may be accessed through the Apollo Career Center computer network shall be protected by, and each Apollo Career Center employee that needs to have access to CFI shall be assigned, a username and password. Such usernames and passwords shall expire periodically and shall not be posted in public spaces. Apollo Career Center will take all reasonable and appropriate steps consistent with current technological development to ensure that all CFI remains secure.
 - Safeguards for information processing, storage, transmission, retrieval and disposal may include:
 - Requiring electronic data (covered by the GLBA) be entered into a secure, password-protected system
 - Using secure connections to transmit data outside Apollo Career Center; using secure servers
 - Ensuring data is not stored on transportable media (floppy drives, zip drives, etc.)
 - Permanently erasing covered data from computers, diskettes, magnetic tapes, hard drives, or other electronic media before re-selling, transferring, recycling, or disposing of them
 - Storing physical records in a secure area and limiting access to that area; providing safeguards to protect covered data and systems from physical hazards such as fire or water damage
 - Disposing of outdated records under a document disposal policy; shredding confidential paper records before disposal

GRAMM-LEACH-BLILEY ACT (GLBA): SAFEGUARDING OF CONFIDENTIAL FINANCIAL AND PERSONAL INFORMATION (continued)

- Detecting, Preventing, and Responding to Attacks, Intrusions, and Other System Failures
 - Apollo Career Center will maintain effective systems to prevent, detect, and respond to attacks, intrusions and other system failures. Such systems may include maintaining and implementing current anti-virus software; checking with software vendors and others to regularly obtain and installing patches to correct software vulnerabilities; maintaining appropriate filtering or firewall technologies; alerting those with access to covered data of threats to security; imaging documents and shredding paper copies; backing up data regularly and storing back up information off site, as well as other reasonable measures to protect the integrity and safety of information system.

- Systems will be implemented to regularly test and monitor the effectiveness of information security safeguards. Monitoring will be conducted to reasonably ensure that safeguards are being followed, and to quickly detect and correct breakdowns in security. The level of monitoring will be appropriate based upon the potential impact and probability of the risks identified, as well as the sensitivity of the information provided. Monitoring may include sampling, system checks, reports of access to systems, reviews of logs, audits, and any other reasonable measures adequate to verify that information security's controls, systems and procedures are working.
- Physical Security of Paper Records
 - Education records shall be stored in secured facilities and/or equipment, and shall be available only to those specified in policy or these guidelines. Reasonable and appropriate methods (including but not limited to physical and/or technological access controls) shall be utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.
- Disposal of Records
 - Student records shall be maintained in accordance with Board of Education Policy **8330** and disposed of in accordance with Apollo Career Center School District Administrative Guideline – **Records Retention and Disposal**.

Incident Reporting

If a student suspects, discovers, and/or determines that a security breach has occurred, the student shall promptly notify his/her instructor, in writing. The instructor will then notify their immediate supervisor and the Director of Adult Education. The Director of Adult Education will immediately notify the Technology Specialist and Superintendent.

In the event of a security breach, Apollo Career Center will utilize the Data Breach Response Checklist provided by the U.S. Department of Education's Privacy Technical Assistance Center. Apollo Career Center will notify affected individuals whose sensitive information, including PII, has been compromised, as required by applicable federal, state, and local laws. Apollo Career Center will also notify the U.S. Department of Education's security operations center and will report the following information:

- Date of breach (known or suspected)
- Impact of the breach (number of records, number of students, etc.)
- Method of the breach (hack, accidental disclosure, etc.)
- Information security program point of contact (name, email address, and phone number)
- Remediation status (complete, in-process, etc. with detail)
- Next steps (as needed)

Review & Revision of the Plan

GLBA mandates that the Plan be subject to periodic review and adjustment. The Plan shall be evaluated and adjusted in light of relevant circumstances, including changes in Apollo Career Center business arrangements or operations, or as a result of testing and monitoring the safeguards. Periodic auditing of each relevant area's compliance shall be done by the District IT Department and Staff, but no less often than annually.

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APPENDIX C

APOLLO CAREER CENTER SAFETY RULES AND PROCEDURES

1.0 INTRODUCTION

2.0 ALL EMPLOYEES

3.0 CLASSROOM AND OFFICE EMPLOYEES

4.0 SCIENCE/LAB EMPLOYEES

5.0 TRADES – GENERAL

6.0 TRADES – SPECIAL RULES FOR ELECTRICIANS

7.0 TRADES – SPECIAL RULES FOR GLAZIERS

8.0 TRADES – SPECIAL RULES FOR PLASTERERS

9.0 TRADES – SPECIAL RULES FOR ROOFERS

10.0 TRANSPORTATION EMPLOYEES

11.0 FOOD SERVICE EMPLOYEES

12.0 WAREHOUSE EMPLOYEES

1.0 INTRODUCTION

The district is fully committed to the health and safety of all faculty, staff, students and visitors. The district believes that occupant safety and a healthy environment are important factors in the functioning of the total educational program, making the district schools a better place to learn and work, creating positive relationships with the district customers and stakeholders, and preparing students to be responsible citizens and to work safely in the community.

To help meet this commitment, the district has developed the following safety rules and procedures. These rules and procedures are mandated in the district's Injury and Illness Prevention Program, and are an integral component of the district's Health Partnership Program with the Bureau of Workers' Compensation.

Elimination of employee injuries in the workplace is the major objective of these safety rules and procedures. Some rules will apply to a number of job categories. Others are applicable to specific job functions. Program Manager are expected to review rules and provide instructions to employees based on each employees job function and the environments in which they work. Program Manager may expand the safety rules which are defined here to accommodate activities and/or work conditions not covered here or which expose employee to a higher risk of injury. All employees are encouraged to suggest improvements or additions to these rules and procedures. Program Manager will address issues and suggestions during the safety and health portion of staff meetings. Improvements to these rules and procedures will be added when appropriate.

2.0 ALL EMPLOYEES

General Safety Rules

1. Use only ladders and step stools to get additional height. Do not use a box, crate, or any other improvised stand for climbing.
2. Do not use corridors, attics, vestibules, halls, stairs, or the spaces under them for storage purposes.
3. Do not operate machines unless safety guards are in place.
4. Do not block exits.
5. Wear Personal Protective Equipment (PPE) such as hard hats, safety shoes, back supports, safety glasses, or face shields as needed or as directed by the supervisor.
6. Never stand up, sit on the side of, or ride on any exterior part of a moving vehicle.
7. Do not enter or exit any vehicle while it is in motion.
8. Do not work or drive while under the influence of alcohol or drugs.

9. Walk (do not run), watch your step, keep firm footing and balance at all times.
10. Do not engage in horseplay or practical jokes.
11. Do not use frayed, cut, or cracked electrical cords. Turn them in to the supervisor for repair or replacement.
12. Do not use gasoline for cleaning purposes.
13. Place warnings signs below and rope off the area when doing work overhead.
14. Do not walk or run in front of or behind moving equipment.
15. Remove vehicles, equipment and tools from service when they are damaged and unsafe to operate.

First Aid

1. Provide approved and fully stocked first-aid kits in a convenient place in buildings and on projects.
2. Know the location and contents of first-aid kits. Inspect them regularly and replace used items.
3. Post emergency phone numbers in a conspicuous location near the phone.
4. Report all injuries or illnesses to your supervisor immediately. Get prompt treatment for all injuries. A delay could compound the injury through infection.
5. Do not move an accident victim with a serious injury until emergency help arrives or the person can be moved without compounding the injury.

Proper Lifting and Material Handling

Proper Lifting

Improper lifting techniques and excessive loads are one of the greatest causes of injuries in the workplace. Get help if there is any doubt of your ability to lift an object – it is always better to get help rather than endure the suffering and incapacitation associated with a back injury.

1. First, make a preliminary “lift” to be sure that the load lifts easily with your lifting capacity. Get help if the weight, size, bulk, or shape of the article prevents you from maintaining balance and/or puts excessive strain on your back or abdominal muscles.
2. Place feet close to the base of the object to be lifted.
3. Get a firm grip on the load.
4. Position your feet 6 inches to 12 inches apart on an area of secure footing.
5. Bend at the knees, not at the back.
6. Keep your back straight.
7. Lift slowly and evenly with leg muscles and not with back muscles.
8. Keep object as close to the body as possible.
9. Set objects down in the same manner as you picked them up, but in reverse.
10. Avoid twisting your back to turn when lifting. If you must change direction while lifting, pivot with your feet and turn your entire body to change direction.
11. Perform movements smoothly and gradually. Walk, never run with a load.
12. Avoid wet and greasy hands when lifting.

Material Handling

1. Inspect materials for slivers, jagged edges, burrs, and rough or slippery surfaces. If you detect a hazard, correct it.
2. Wipe off greasy, wet, slippery, or dirty objects before trying to handle materials. Keep hands clean and free of grease or oil.
3. Prior to adjusting or changing a grip, set the object down.
4. Never carry glass under an arm (a fall could sever an artery.)

5. When two or more persons are carrying materials, all should face forward whenever possible. If one must walk backward, be especially alert to slipping, tripping, or bumping hazards. Have another person guide.
6. Never climb a ladder with a load.

Avoiding Slips, Trips & Falls

Generally, more injuries in school districts are associated with slips, trips and falls than any other area/situation.

1. Immediately clean up spills, water, oil, and other liquids from the floor by using a mop, bucket, "oil-dry" materials, sand, paper towels, and cloth materials. Post "WET FLOOR" or "SLIPPERY" caution signs/cones to warn of slippery areas.
2. Turn on lights before entering a dark room.
3. Pick up all foreign objects such as pencils, hammers, tools, etc., from floor surfaces, aisles, or stairs to prevent slipping or tripping.
4. If chair pads do not lie flat on the floor, remove and replace them.
5. Immediately report torn, ripped, or loose carpet.
6. Walk around wet or oily areas, if possible.
7. Take short steps, walk slowly, and use hand rails when you have to walk on slippery surfaces.
8. Keep cabinet and desk drawers/doors closed when not in use or unattended.
9. Walk, do not run, up and down stairs or steps. Take only one step at a time.
10. Avoid blocking your view when carrying/pushing large objects – especially objects that are difficult to see around.
11. Do not jump from truck beds, platforms, scaffolds, or other elevated places.
12. While seated, do not tilt chairs back on two legs.
13. Do not run electrical and other cords across doorways, aisles, landings or any other walk area.

3.0 CLASSROOM AND OFFICE EMPLOYEES

General

1. Close desk and filing cabinet drawers slowly to prevent finger injuries.
2. Position office furniture with telephone and electrical devices close to outlets to eliminate tripping over telephone and/or electrical cords.
3. Open doors slowly and keep them in either a fully open (fire code permitting) or fully closed position.
4. Do not tamper with office machines, phones, or wiring. Call appropriate repair shop if repairs are required.
5. Use staple remover, not fingers, for removing staples.
6. When refilling stapler, point the loading end away from yourself.
7. Do not slide paper edge in hand.
8. Use a sponge and water moistener for sealing envelopes.
9. Do not place your fingers in or near the feed of a paper shredder. Verify guards are in place and working prior to use.
10. Lock down the slicing arm on paper cutting devices when not in use.
11. Hold on to the slicing arm on paper cutting devices when the arm is lifted. Do not rely on the tension mechanism to keep the arm in the raised position.
12. Do not use paper cutting devices unless finger guards are in place.

Office Machines

1. Do not place office machines in unstable locations where they may fall.

2. Do not touch electrical machines or connections with wet hands or while standing on damp floors.
3. Turn off and unplug office machines before adjusting, lubricating, or cleaning.
4. Keep lids on copy machines closed.
5. Never use carbon tetrachloride for typewriter cleaning.

Desks, Tables, Etc.

1. Use only shatterproof glass tops with beveled edges.
2. Do not mount pencil sharpeners so that they protrude beyond the edges of desks, tables or chalk rails.
3. Check desks and tables for splinters, dangerous cracks, and loose veneer. Avoid these areas until repaired or replaced.

Swivel Chairs

1. Do not stand or conduct horseplay in swivel chairs.
2. Do not raise the seats on swivel chairs to the point that your feet do not touch the floor.

Fans

1. Do not use fans with bent blades, excessive vibration, frayed cords or without guards.
2. Do not place floor type fans in walkways, aisles, and doorways where they will present tripping hazards.

Waste Containers

1. Do not place objects with sharp points or fragmented edges in waste cans.
2. Check waste cans for sharp objects before placing hands or feet inside.
3. Do not use cardboard boxes as waste receptacles.
4. Do not put oily rags, broken glass, or sharp objects in wastebaskets. Contact the custodian for special handling.

File Cabinets

1. Do not leave file drawers open.
2. Always use the drawer handles to close them.
3. Do not stack file cabinets on top of one another.
4. Put heavy materials in the bottom drawers, lighter materials in the top drawers.
5. Pull only one drawer out at a time.
6. Check file cabinets periodically for safety hazards; remove burrs and eliminate or cover sharp edges.
7. Never place materials, boxes, other files, etc. on top of cabinets above five feet. Not only can they fall, but they put undue strain on persons reaching to lift the items.

4.0 SCIENCE/LAB EMPLOYEES

General

1. Identify location of safety equipment, including emergency utility shut off switches/valves, emergency eye wash stations, and shower stations.
2. Never work alone in a science laboratory or a storage area.
3. Never eat, drink, or chew gum or tobacco in a science laboratory or storage area. Do not store food or beverages in the laboratory environment.
4. Never pipette by mouth.
5. Wash hands before and after work in a science laboratory and after spill clean-ups.
6. Restrain loose clothing (e.g., sleeves, full cut blouses, neckties, etc.), long hair, and dangling jewelry.

7. Tape all Dewar flasks.
8. Never leave heat sources unattended (e.g., gas burners, hot plates, heating mantles, sand baths, etc.).
9. Do not store reagents and/or apparatus on lab benches. Keep lab shelves organized.
10. Do not lean into the fume hood.
11. Do not use the fume hood as a storage area.
12. Obtain and read the Material Safety Data Sheets (MSDS) for each chemical before beginning any experiment.
13. Do not mix chemicals in the sink drain.
14. Dispense and dispose of chemicals per MSDS requirements and manufacturer's recommendations.
15. Store chemicals in labeled containers in designated storage areas.

Personal Protective Equipment in the Lab

Follow safety instructions and use required personal protective equipment as defined by the chemical label, MSDS, or as provided by the supervisor.

1. At a minimum, wear eye and/or face protection while handling chemicals.
2. Wear gloves which will resist penetration by the chemical being handled and which have no pin holes, tears, or rips.
3. Wear a laboratory coat or apron to protect skin and clothing from chemicals.
4. Wear shoes or boots that cover feet completely; no open-toe shoes.

Facilities and Equipment in the Lab

Note: Prior to using chemicals, the employee is required to identify and be familiar with the location of all emergency eye wash and shower stations.

1. Never block access to eye wash and shower stations.
2. Never store anything in, on or around eye wash or shower stations.
3. Never block lab room escape routes.
4. Never store materials in lab or storage area aisles.
5. Do not use machines such as grinders, pumps, etc., unless all moving belts and pulleys have safety guards.
6. Secure compressed gas cylinders at all times.

5.0 TRADES – GENERAL

These rules apply to the following personnel: all maintenance personnel, carpenters, custodians, electricians, electronic technicians, groundskeepers, heating/air-conditioning/ventilation technicians, painters, pest control, plumbers, mechanics, roofers, tinnerns, welders, equipment repair, glaziers, printing, and any teachers, technical instructors, students, and others involved in any of the above areas.

Shop and Job Site Housekeeping

1. Make good housekeeping part of the job. Keep work areas free from clutter.
2. Deposit all trash in the proper containers.
3. Do not block traffic lanes or fire exits.
4. Clean up oil and grease - they can take you for a ride.
5. Remove trash regularly and place it in safe containers.
6. Remove or bend over all protruding nails. Sharp points and sharp edges can cause injuries.
7. Keep materials, debris, and tools away from equipment, walkways, floor openings, and wall edges.
8. Stack, block, and secure materials so they will not slide, roll fall, or collapse.

9. Keep tools and equipment neat, clean, and stored properly.
10. Plan for safe collection, storage, and disposal of flammable waste.
11. Allow access to stored materials. Keep aisles and exits clear for emergency and loading equipment.
12. Eliminate or protect against the causes of tripping or slipping hazards, especially in walking areas.
13. Always use the proper personal protective equipment when handling material.
14. Comply with applicable safety rules when using material-handling equipment.

Personal Protective Equipment

General

1. Approved hard hats shall be worn where a hazard to the head exists from falling or flying objects, or from physical contact with rigid objects or from exposures where there is risk of injury from electrical shock or hair entanglement.
2. Wear a shirt at all times to protect yourself from burns, abrasions, insect bites, and lacerations.
3. Keep your work shoes in good condition so your footing will always be solid and secure. Shoes with special toe and sole protection afford additional foot protection and are recommended.
4. Wear approved eye protection goggles, welding hoods, and flash glasses with side shields or face shields when eye hazards exist.
5. Wear gloves when there is danger of burns, abrasions, cuts, or lacerations. The proper gloves should be worn when working with chemicals that are injurious to the skin.
6. NIOSH-approved respirators must be worn where and when the job requires them. Respirators must be used and maintained according to the manufacturer's recommendations.
7. Work in a well-ventilated area whenever possible.
8. Employees should be made aware of the hazardous chemicals to which they are exposed and ways to protect themselves by means of a hazard communications program, labels, material safety data sheets, and other information.
9. Hearing protection shall be worn where workers will be exposed to excessive noise levels.
10. When exposed to fall hazards, wear or get protection from fall-arresting devices.
11. Attach lanyards to the lifeline or structure above shoulder height so that any fall does not exceed six feet.
12. Lifelines, safety belts and lanyards, and full body harnesses that have caught a falling worker should be immediately removed from service and not used again for employee safeguarding.
13. Wear fire-resistant aprons, gauntlet gloves, and leggings to protect against radiated heat and sparks.

Safety Belts

1. Safety belts shall sustain a static load of no less than 5,400 pounds. All safety belt hardware shall be dropforged or pressed steel, cadmium plated.

Hard Hats

1. Hard hats shall be worn in areas where there is a possible danger of head injuries from flying or falling objects, electrical shock and burns, or impact.
2. This protective equipment guarding against impact injuries and penetration of falling and flying objects shall meet the requirements of ANSI Z89.1-1986.
3. Hard hats for protection against electrical shock and burns shall meet the requirements of ANSI Z89.1-19

Locking Out And Tagging Out of Equipment Or Circuits

All trades working on energized equipment are to be knowledgeable of the district

Lockout/Tagout Program and complete the required training associated with this program.

1. Equipment on de-energized circuits shall be rendered inoperative and have tags attached at all points where such equipment or circuits can be energized.
2. Controls that are to be deactivated during the course of work on energized or de-energized equipment or circuits shall be tagged and locked.
3. Tags shall be placed to identify plainly the equipment or circuits being worked on.
4. Do not remove locks from equipment unless they are your own.
5. Do not rely on other workers' memories; place the lock yourself. Each person required to isolate an energy source shall place his/her own individual lock or tag on the source.
6. Do not commence equipment repair or maintenance work until verifying that the lockout/tagout control cannot be overridden or bypassed.

Confined Space Entry

All employees entering a confined space must be knowledgeable of the district Confined Space Program and complete the required training associated with this program.

1. A confined space has one or more of these traits:
 - a. Small or hard-to-reach entry or exit openings
 - b. Spaces not designed for people to work in routinely
 - c. Ventilation that does not allow air to move in and out freely
2. Some examples of confined spaces are boilers, furnaces, pipelines, sewers, and storage tanks.

Dealing with Asbestos

1. When asbestos removal is required, take special precautions to eliminate or minimize asbestos exposure in the workplace.
2. If you are uncertain whether insulation or material contains asbestos, and it is to be removed prior to performing work, a sample should be tested by a certified laboratory.
3. All asbestos removal or abatement operations should conform to applicable OSHA, EPA, and state requirements.

Fire Safety, Prevention And Protection

1. Know the location of and be familiar with fire fighting equipment.
2. Keep fire fighting equipment accessible to your work area. Also, all company vehicles should be provided with fire extinguishers.
3. Know whom and where to call in case of fire.
4. Good housekeeping is essential to fire prevention. Do not permit combustibles and trash to accumulate in work areas or near buildings.

5. Shut off equipment engines and do not smoke when refueling or handling flammable liquids.
6. Do not use gasoline to wash parts or to start fires.
7. Use approved safety containers for the storage of flammable liquids.
8. Suitable fire-extinguishing equipment shall be immediately available in the work area where cutting or welding is being performed.
9. Be sure the fire department's phone number is available.

Ladders

1. Inspect ladders before each use for any defects. Do not use any ladder with cracked or damaged rails, steps, or rungs. Defective ladders should be removed from the job, repaired or destroyed.
2. Fully extend the stepladder spreader and set the locking device before climbing.
3. Ladders in doorways, walkways, and congested areas must be barricaded or guarded.
4. All straight ladders must have nonskid feet and/or be securely tied off. (As a safety practice, tie ladder off even if it is equipped with nonskid feet.)
5. Do not use a stepladder as a straight ladder.
6. Never use metal ladders near energized lines or equipment.
7. Ascend or descend ladders one step at a time, facing the ladder and using both hands. Follow the rule of keeping your belt buckle between the side rails.
8. Do not climb ladders while carrying materials or tools. Carry supplies in tool pouches or haul them up with a line.
9. Do not shift a ladder's position or "walk" a ladder while on it.
10. Do not use barrels, boxes, or a makeshift object in lieu of a ladder.
11. Place the straight-ladder base not less than one-fourth of its working length from the supporting surface (a 4-to-1 ratio). This is easy to compute since the rungs on most ladders are one foot apart. Count the rungs up to where the ladder rests on the wall. If it is 16 feet, set the ladder base 4 feet from the wall.
12. Keep both feet on a ladder. Do not overreach.
13. When working on a ladder, do not work on the top step or cap.
14. Keep debris and material clear at the ladder base and landings.
15. Supply firm footing for ladder. If the ground is soft or uneven, use plywood under the feet of the ladder.
16. Job-constructed ladders shall comply with applicable standards.
17. Use extension ladders only up to 60 feet. If the ladder is extended less than 36 feet, have 3 feet of overlap between sections; if extended between 36 and 48 feet, have 4 feet or overlap between sections; if extended between 48 to 60 feet, have 5 feet of overlap between sections. Lash or otherwise secure the ladder in place.
18. Only one person is allowed on a ladder at a time.
19. Carry the ladder with the front end high enough to clear anyone ahead of you.
20. Never paint wooden ladders as paint could hide a defect in the wood and you would not see it. When wooden and/or metal ladders require replacement, purchase safer fiberglass ladders.
21. Ladders or access shall be provided to all scaffolds four feet or more in height.
22. Access ladders shall extend (3 rungs) 36 inches above landings and be secured in place.

Scaffolds

1. Do not use or mount scaffold if it is not sturdy, free of knotty or defective planks, level, and solidly positioned.
2. Keep the scaffold free of scraps, loose tools, or tangled lines.
3. Follow the manufacturer's instructions when assembling a scaffold.

4. Lock and block scaffold wheels before climbing. Never ride a rolling scaffold.
5. Level the scaffold after each move, but do not extend adjusting leg screws more than 12 inches.
6. Lash fixed scaffolds at intervals of 30 feet of length and 25 feet of height. Verify safety locks are in working condition.
7. Prior to mounting a scaffold, check all pulleys, blocks, hooks, fittings, and ropes on swinging scaffolds for defects such as loose pins, frayed ropes, cracked scaffolds, etc.
8. Scaffolds shall be erected on sound, rigid footing, and be capable of carrying the maximum intended load without settling or displacement.
9. Scaffolds and their components shall be capable of supporting, without failure, at least four times the maximum intended load.
10. Scaffolds four feet or more in height with a width of less than 45 inches shall have standard guardrails installed on all open sides of the platform.
11. All scaffolds 10 feet or more in height shall have standard guardrails installed on all open sides of their platforms.
12. All planking shall be scaffold grade or equivalent.
13. Scaffold planking shall be overlapped a minimum of 12 inches or secured from movement.
14. Scaffold planks shall extend over their end supports not less than 6 inches nor more than 12 inches.
15. All scaffolding and accessories shall have any defective parts immediately replaced or repaired.
16. Inspect all scaffolds prior to each use.
17. Scaffolds shall be properly braced by diagonal braces so the scaffold is always square, plumb, and level.
18. An access ladder or equivalent safe access shall be provided.
19. Scaffolds shall not be erected or used in the immediate vicinity of power lines or electric conductors until the lines and conductors are insulated, de-energized or otherwise rendered safe against accidental contact.
20. Ladders or makeshift devices shall not be used to increase the working height of a scaffold.

Manually Propelled Mobile Scaffold

1. Platforms shall be tightly planked for the full width of the scaffold. Platforms shall be secured in place.
2. Casters or wheels shall be provided with a locking device to hold the scaffold in position.
3. Do not ride rolling scaffolds.
4. Do not extend adjusting screws on rolling scaffolds more than 12 inches.
5. Remove all material and equipment from the platform or secure it before moving the scaffold.
6. Do not attempt to move a rolling scaffold without sufficient help. Watch out for openings in the floor, overhead obstructions and electrical conductors.
7. Rolling towers must be used only on level surfaces.
8. Move rolling towers by pushing at the base level only. Do not pull from the top.
9. Work only within the platform area. Do not try to extend the overhead work area by reaching out over the guard railing.
10. Freestanding scaffold towers with a height-to-base ratio of more than three to one shall be restrained from tipping by installing outriggers or securing by other means.

Self Propelled-Elevated Work Platforms (Aerial Lifts)

1. Read the manufacturer's operating instructions. Never exceed the manufacturer's recommended load. All accessories must be installed and used in accordance with the manufacturer's recommended procedures.
2. Perform manufacturer's daily maintenance checks and make a visual inspection of the vehicle and surrounding area to be sure both are clear of other personnel and obstructions (including overhead obstructions).
3. Employees should be familiarized and trained in the use and operations of aerial lift.
4. The manufacturer's operation manual should be made available with the aerial lift.
5. Do not use machines without guardrails. Do not stand on the guardrails to gain extra reach or to carry materials unless the guardrails are designed for this purpose, and do not allow excessive overhang of materials when elevating the platform.
6. A safety belt with a lanyard, or a body belt and safety straps must be attached to the basket or boom of an extensible or boom platform.
7. Do not lean out over platform railings to perform work.
8. Do not use ladders or makeshift devices on the platforms to obtain greater height.
9. All personnel must remain clear of pinch points and shear points while the equipment is in use. Do not climb up or down extensible, articulating, or scissor arms.
10. Outriggers (where provided and when required for specific conditions) must be used in accordance with manufacturer's recommendations.
11. Do not operate equipment near electrical power lines.
12. Care must be taken to prevent ropes, electric cords, hoses and other gear from becoming entangled in equipment when the platform is being elevated or equipment moved.
13. Do not later equipment or override safety devices in anyway.

Swinging (Suspended) Scaffolds

1. Scaffold platforms shall be no less than 20 inches and no more than 36 inches wide.
2. Scaffold platforms shall be equipped with standard guardrails and toeboards. Vertical upright supports shall be placed a minimum of eight feet on center.
3. Each employee shall be protected by an approved body belt/harness attached to a lifeline. The lifeline shall be securely attached to the structure, not the scaffold.
4. No more than two employees shall be allowed on a swinging scaffold at one time, unless the scaffold instructions specify that three employees are permitted.
5. The outriggers or hooks shall be tied back to a substantial part of the structure.
6. The scaffold shall be securely lashed to the structure to prevent swaying.
7. All hoisting machines, cables, ropes shall be design-tested and approved to meet minimum safety requirements.

Boatswains' Chairs

1. When constructed of wood, the chair seat shall be no less than 12 inches by 24 inches by 1-inch thick, and reinforced by cleats on the underside to prevent splitting. A chair of the same size may be constructed from other materials equal in strength to the wood.
2. Seat slings shall have no less than 5/8-inch diameter, with first-grade manila rope or its equivalent, which shall be reeved through the four seat holes to cross each other on the underside of the seat.
3. The employee shall be protected by a body belt/harness and lifeline. The attachment point of the lifeline to the structure shall be appropriately changed as the work progresses.
4. The tackle shall consist of the correct-size ball bearing or bushed blocks, with a properly spliced 5/8-inch diameter, first-grade manila rope, or equivalent.
5. The roof irons, hooks, or the objects to which the tackle is anchored shall be securely installed. Tiebacks shall be installed at right angles to the face of the building and securely fastened when using wall hooks.

Horse Scaffolds

1. Work platforms should be no less than two planks wide.
2. Horses shall be spaced no more than five feet apart for medium duty and eight apart for light duty.
3. An access ladder or equivalent access should be provided to horse scaffolds regardless of height.

Foot Scaffolds

1. Foot Scaffolds should not exceed 18 inches in height.
2. Bearers or supports shall be no more than seven feet center to center.
3. Blocks or material used in foot scaffold shall be substantial, free of defects and capable of supporting four times the maximum rated load (safety factor of 4).

Stilts

1. The maximum height of stilts shall be no more than 24 inches.
2. Stilts shall be equipped with “feet” of skid-resistant material.
3. Means shall be provided to securely fasten the stilts to the employees feet and legs.
4. Work areas where stilts are being used by employees shall be free from floor holes, scrap, and debris.

Rigging And Hoisting

1. Use only approved hoisting wire rope of the proper size for powered hoists. Examine wire rope for defects. Do not use defective wire ropes.
2. Always wear gloves when handling wire rope.
3. The rated load divided by the number of parts of the rope must not exceed 20 percent of the nominal breaking strength of the rope (a safety factor of 5).
4. Wire rope used for supporting the top-block hoist rig should have as a minimum one more turn than the number of sheaves used in the traveling hoist rope, and must be well padded where it goes around the support beam. Remember, wire rope strength deteriorates 25 percent when it is wrapped around supports and is secured with Crosby-type clips.
5. When using Crosby-type clips, apply them with the U-bolt on the dead end of the rope. Tighten the nuts evenly on each clip. Re-tighten if necessary after load has been applied.
6. Secure hoist machines substantially so that they will not shift under a load.
7. When starting a lift, gradually take slack out of slings and make sure that hands are not in a position to be caught between the load and the sling or hook.
8. Do not attempt to make a lift or move equipment when anyone is in a position to be injured if the load shifts or falls.
9. Do not drag slings, chains, or other gear along the floor or across equipment.
10. Whenever ramping or hoisting a load, stay clear of it. Stand uphill from or to the side of a load that is on a ramp or being hoisted.
11. Pay particular attention to the position of fingers and feet when using rollers, pinch bars, jacks, and blocking to move heavy materials and equipment.
12. Before trying to lift a load with a pinch bar, be sure to take an ample “bite.”
13. Place jacks on a solid footing and locate them so that a good “bite” is provided on the object being moved.
14. Ensure that timber used for blocking and cribbing is of adequate size to carry and distribute loads being supported.
15. When placing blocking and cribbing, be sure to have ample bearing surface. Never stack the timber so that maneuvering the load could cause it to tip.

16. Whenever more than two tiers of timber are used, be sure to cross-rib.
17. Secure skid-boards to prevent them from shifting, and block or crib them to prevent excessive or uneven deflection.
18. Clear debris and obstacles from passageways for moving materials and equipment to afford needed working space and ease of movement.
19. Before making the first hoist and at the start of each day thereafter, inspect the hoist, the rigging, overhead supports, and winch blocking.
20. The safe working load of an overhead hoist, as determined by the manufacturer, should be indicated on the hoist. Do not exceed this safe working load.
21. The supporting structure to which the hoist is attached must have sufficient strength to support the load.
22. Arrange the support to provide for free movement of the hoist and so that it does not keep the hoist from lining itself up with the load.
23. The hoist should be installed only in locations that will permit the operator to stand clear of the load at all times.
24. The use of two or more chain hoists for hoisting a single load is not permitted unless any one of them will handle the entire load by itself.
25. Before using a hoist, inspect it for damage, wear, sprung hooks, or other deficiencies.
26. Whenever a load cannot be lifted by one person pulling on the chain, investigate for overload or a defect in the chain falls.
27. To check the hoist for its capability to handle the load in either direction and to determine that the brake is working properly, lift the load about one foot and lower it again to the working level. Then recheck the fastenings before making a final lift.
28. Use only hooks with safety latches or closed hook systems.
29. A shackle with a locking device, or a through-bolt with a jam nut, or a nut with a cotter pin should be used to hoist pipe, brackets, and other equipment. Do not exceed the shackle's safe working load (SWL).
30. Do not use the hoist chain of a chain fall as a sling or choker by looping it around the object being lifted.

Trenches And Excavations

1. Inspections must be conducted by a "competent person" before the job starts and as needed throughout the duration of the work.
2. Material or spoil must be stored at least two feet from the edge of the trench or excavation.
3. The classification of the soil by type must be used to determine the extent of the shoring or sloping system to be used in the excavation or trench.
4. Establish the locations of underground and overhead utilities and services before excavating. Contact the utility companies and advise them prior to the start of excavation.
5. Do not allow water to accumulate in excavations.
6. Superimposed loads, like cranes working close to excavation edges, require extra sheet piling, shoring, or bracing. Using mobile equipment near excavations also requires substantial barricades or stop logs.
7. Employees working in trenches four feet deep or more shall have access/egress ladders available at no more than 25 feet of lateral travel.
8. Trenches more than five feet deep require shoring or must be laid back to a stable slope. In hazardous soil, trenches under five feet deep must be protected.
9. Portable trench boxes or sliding trench shields used in place of shoring and sloping shall be designed, constructed and maintained to provide protection at least equal to the required sheeting and shoring. They should be designed by a registered professional engineer.

10. When portable trench boxes are stacked, attaching means shall be provided to prevent them from separating.
11. Do not work outside of trench shields or shoring protection in unprotected trenches.
12. Do not ride buckets to enter or exit trench.
13. Avoid jumping into or across trenches.
14. Place trench jacks or cross braces in true horizontal position, space them vertically and secure them to prevent sliding, falling, or kick outs.
15. Use ropes to pull out jacks or braces after employees have vacated the trench.
16. Ensure that backfilling and trench support removal progress together from the bottom of the trench. Release jacks and supports slowly.
17. Qualified personnel shall design and install piling, sheeting, shoring, and other support systems. The shoring system shall be capable of withstanding all loads imposed upon it.
18. Material and equipment used for sheeting, sheet piling, bracing, shoring, and underpinning shall be in good serviceable condition. Timbers used shall be sound and free of defects.
19. Additional underpinning of shoring or bracing may be required when adjoining utility lines, foundations, walks, and footings are endangered.
20. The vertical planks in the bracing system shall extend to an elevation no less than one foot above the top of the trench face.
21. Walkways or bridges over excavations require standard guardrails.
22. Barricade or cover all wells, pits, or shafts. Backfill excavations upon completion.
23. When entering manholes, follow confined-space entry procedures.

Openings, Shafts, Pits, And Stairways

1. Wall openings should be provided with a standard guardrail system 42 inches high, a midrail 21 inches high and toeboard four inches high. It may be constructed so that some part is removable to permit access without disassembling. Solid and equivalent plywood guarding secured in place at least 42 inches high may be used in lieu of a standard guardrail
2. Floor openings and holes should be provided with standard guard railing or provided with a cover. The cover should be substantial and secured to prevent accidental displacement. It should be marked to identify the opening.
3. Every set or flight of stairs having four or more risers should be equipped with handrails.
4. In high-rise construction when the fall potential exceeds two stories, nets, or temporary flooring should be installed directly below employees.
5. In the absence of proper guard railing, and when hoisting materials to different levels, a safety belt and lanyard should be used by the employee

Electrical (General)

1. Use only three conductor and grounded extension cords to operate tools.
2. When using electrical extension cords:
 - a. Check that the wattage labeled on the tool, appliance or equipment does not exceed the wattage rating/limit labeled on the cord.
 - b. Never remove, bend, or modify any metal prongs or pins.
 - c. Do not use in wet environment.
 - d. Never drive, drag, or place objects over cord or walk on it.
 - e. Always unplug and remove when not in use.
 - f. Do not use as a permanent power source.
 - g. Inspect an electrical cord and its connections before using.
 - h. Remove the plug from the outlet before any mechanical or electrical adjustments are made.

- i. Do not hang an extension cord over nails, bolts, or sharp edges.
 - j. Do not allow it to become kinked or leave it where someone may trip over it.
 - k. Always keep the cord away from oil, hot surfaces or chemicals.
 - l. Check extension cords and wiring regularly for damage and report electrical troubles to Program Manager immediately.
 - m. Extension cords used with portable electric tools and appliances shall be the three wire type.
3. Never connect a heating appliance using in excess of 1500 watts into a convenience outlet with a 15 ampere rating or less.
4. Use fuse handling equipment to remove or install fuses when fuse terminals are energized.
5. Do not enter spaces or work on items containing exposed or energized parts unless you are a qualified electrician or accompanied by a qualified electrician.
6. Verify that circuits or equipment cannot be reenergized or restarted prior to the completion of work.
7. All receptacles and temporary circuits shall be grounded properly.
8. All temporary light bulbs used for general illumination shall be protected from accidental contact by the use of suitable fixture or lamp holder with a guard.
9. All temporary wiring shall be elevated at least eight feet above the floor or ground level.
10. All energized equipment exposed to contact shall be guarded (for example, energized electrical boxes).
11. 15- and 20-ampere receptacle outlets on single-phase, 120-volt circuits for construction sites shall have Ground Fault Circuit Interrupters (GFCI) or implementation of an Assured Equipment Grounding Program (AEGP).
12. 110- and 220-volt receptacles shall be designed so that attachment plugs on the circuits are not interchangeable.

Hand Tools

General

1. Keep cutting edges sharp and carry in a sheath or holster made for that purpose.
2. Use tools only for the application for which they were designed. Every tool has a purpose.
3. Do not use tools with mushroomed heads, sloppy connections, or broken handles.
4. Use the proper strength tool for each job. The use of handle extensions or cheater bars is forbidden.
5. Inspect all tools before using. Do not use defective tools. Report defective (worn, damaged, etc.) tools promptly to the Supervisor for repair or replacement.
6. Keep tool handles free from splinters, burrs, etc. Handles are to be tight on the head and not weakened by cracks or splits.
7. Do not use impact tools such as hammers, chisels, punches, or steel stakes that have burred heads. Dress heads to remove burrs or chipped edges.
8. When handing a tool to another person, direct sharp points, and cutting edges away from both you and the other person.
9. Use only insulated tools when working around energized electrical circuits or equipment.
10. When using a knife, pliers, or other cutting tools, avoid directing the blade toward yourself. Cut away from your body and stand clear of others.
11. Never carry hand tools in your pockets, especially screwdrivers, scribes, aviation snips, scrapers, chisels, files, etc.
12. Never use a file as a pry. When using a file or rasp, grasp the handle of the file or rasp in one hand and the toe in the other.

13. Proper eye and face protection shall be provided and worn while using all hand and power tools.

Hammers

1. Do not use a hammer with a cracked, broken, splintered, or loose handle. The handle must be securely set. Replace loose or damaged wooden handles and discard hammers with damaged metal or fiberglass handles.
2. Do not use a hammer with oily, greasy, or wet hands; keep hammer handles clean.
3. Use the claw for pulling nails. Do not use it as a pry or wedge or for pulling spikes.
4. Never use a hammer with a hardened face on tempered, machined, or hardened surfaces. Rawhide, plastic, rubber, lead, brass, or copper hammers will prevent damage to parts and also eliminate the danger of flying metal chips.

Knives

1. Do not place the hand or fingers over the back of a knife blade while it is in use.
2. Do not try to catch a falling knife. Move from its path and allow it to fall; then pick it up.
3. Keep knives sharp.
4. Replace knives with worn handles.
5. Use knives with retractable blades when available.

Pliers

1. Never cut through live wires; turn off the current first. Use insulated pliers for electrical work.
2. When using diagonal cutting pliers, place the free hand over the ends of cotter pin, safety wire, or whatever is being cut. This will prevent the loose ends from flying and causing possible eye injury.
3. Do not cut hardened steel parts with pliers.

Saws/Hacksaw

1. Adjust blade so that it is taut in the frame before using.
2. Keep saw blades sharp.

Screwdrivers

1. Select the correct size and type of screwdriver to fit the job.
2. Never use a screwdriver as a chisel or as a substitute for a pinch bar or pry bar. (Exceptions are dry point and impact screwdrivers.)
3. Do not put fingers near the blade when tightening a screw.
4. For electrical work, use only screwdrivers that have insulated handles of nonflammable material.
5. Do not use screwdrivers to tighten/loosen screws on handheld objects.

Wrenches

1. Do not use a makeshift wrench.
2. Do not use a wrench if the jaws are cracked or worn.
3. Always use box or socket wrenches on hexagon nuts and bolts as a first choice and open end wrenches as a second choice.
4. When using an adjustable wrench, always place it on the nut so that the pulling force is applied to the stationary jaw side of the handle.
5. Never use a piece of pipe, tubing, or another wrench to extend the handle of the wrench in order to secure additional leverage.
6. Do not use a wrench with oily, greasy, or wet hands; keep handles clean.

Power Tools and Machines

General

1. Use Ground Fault Circuit Interrupter (GFCI) protected circuits to operate all portable power tools.
2. Make sure the tool is grounded with a three prong grounded plug or is double insulated.
3. Disconnect tools and machines from their power source before making adjustments or attachment changes.
4. Do not remove guards or safety devices. They are there for your protection.
5. Shut off all fuel-powered tools before refueling. Ensure that blade guards are in place and working properly.
6. Air-powered tools must have safety clips or retainers on all hose connections.
7. Do not exceed manufacturer's safe operating pressure for all fittings.
8. Wear Personal Protective Equipment (PPE), e.g., goggles, face shield, hearing protection, etc., when provided by your Supervisor.
9. Operate a machine only after you have received thorough instructions and been advised by your Supervisor that you are qualified to operate that machine.
10. When working around machinery, do not wear loose clothing, torn sleeves, ties, key chains, rings, watches, or any item that could become entangled in the machinery.
11. Use a hair net, rubber band, cap, clamp, or other mechanism approved by your Supervisor to contain long hair when working around machinery such as drills, grinders, power saws, and other related machinery.
12. Make all adjustments with the power off.
13. Never attempt repair on live circuits, electrical appliances, power tools, cables, or wiring unless you are qualified.
14. Inspect all portable power tools before operating. Inspect power cables, extension cords, and adapters. Do not use if defective or damaged.

Drills

1. Adjust the table or depth stop to avoid drilling into the table.
2. Securely lock drill bit or cutting tool into chuck.
3. Wear eye protection (e.g., safety glasses or a face shield) when using drills.
4. Always keep a finger on the portable drill switch so that power may be shut off instantly.
5. Do not use a distorted or bent drill bit.
6. Disconnect extension cord before attempting to loosen a chuck on a portable tool.
7. Discontinue using a drill which overheats.
8. Secure work piece before drilling.

Grinders

1. Adjust the tool rest to within 1/8 inch of the abrasive wheel and thoroughly tighten in place so it cannot shift position while in use.
2. Adjust the movable tongue guard to within 1/4 inch of the abrasive wheel.
3. Inspect the wheels for chips, cracks, or grooves on the face or side before turning on grinder. Do not use wheels if any of these problems are recognized.
4. Dress grinding wheels on the face only.
5. When grinding, use the face of the wheel only.
6. If the grinding wheel vibrates, do not use it. Tag it as out-of-service and report it to the Supervisor.
7. Do not touch the ground portion of work piece until you are sure it has cooled.
8. When finished using the grinder, shut off the power. Do not leave until the wheel has come to a complete stop and the work area is clean.

9. Do not operate grinders near flammable containers or where gasoline fumes are present.

Saws (Power)

1. When operating scroll saws, stop the machine before removing scrap pieces from the table.
2. Always keep hands and fingers away from the saw blade.
3. Turn off the machine if the material is to be backed out of an uncompleted cut or if the blade is pinched.
4. Disconnect the machine from the power source when making adjustments.
5. Shut off power. Clean the saw and work area before leaving.
6. Do not operate any power saw unless properly trained by the Supervisor or other qualified trainer.
7. Do not operate saws unless the safety guards are in place and operational.
8. Clamp the work when using the hole saw or cutting tool larger than 1/2 inch diameter.
9. On band saws, adjust the upper blade guide about 1/8 inch above the material being cut.
10. On band saws, check adjustments for taut blade tension and centered blade tracking.
11. Hold work piece firmly against the table.
12. Use push sticks when operating power table saws.

Gasoline Engine-Powered Tools

1. Always disengage the clutch before starting; never start under a load.
2. Always shut off the engine, wait for the machine to stop, and disconnect the spark plug wire before making adjustments or cleaning jammed objects.
3. Never operate the machine without the guards installed.
4. Always wear Personal Protective Equipment (PPE) that you have been provided when operating the machine.
5. Never refuel running or hot engines.
6. Never smoke while refueling the machine.

Powder-Actuated Tools

1. Power-actuated tools will be used only by trained, certified employees.
2. Loaded powder-actuated tools shall not be left unattended.
3. Wear safety glasses and hearing protection when using powder-actuated tools.

Welding and Cutting

1. Do not perform any welding until properly trained and certified by your Supervisor.
2. Obey all warning and precaution signs posted in designated welding areas.
3. Use respiratory protective equipment provided by Supervisor.
4. Use helmets or hand shields with filter lenses and cover plates to view the arc when arc welding and arc cutting.
5. Use face shields or goggles when operating resistance welding or brazing equipment.
6. Wear protective flame-resistant gloves when welding or cutting.
7. Open windows/doors and turn on local exhaust fans to reduce air contaminants.
8. Check shafts and pits for fire hazards before and after welding.
9. Always have a fully charged fire extinguisher on hand when cutting or welding.
10. Wear suitable eye and face protection when engaged in welding, cutting, or heating.
11. Use a spark-lighter or pilot light to light torches. Do not use matches or hot work.
12. Do not weld or cut near flammable materials - paint, dusts, gases, or vapors - or near chlorinated solvents.
13. Do not use compressed air for comfort cooling, blowing dust from clothing, or cleaning off work areas.

14. Know the proper safety procedures before operating an arc welder.
15. Inspect cables and electrode holders for exposed conductors or cracked insulation, and repair as needed.
16. Be sure the current is disconnected before making adjustments to any part of the electric-welding equipment.
17. Do not look at welding arcs with the naked eye.
18. Protect workers from arc-welding and cutting sparks and rays by using non-combustible or flameproof screens.
19. Make sure grounding is effective.
20. Do not wrap leads around parts of your body.
21. Before starting to burn or weld, sweep floors clean, wet down wooden floors, or cover them with sheet metal or its equivalent.
22. Provide a fire watch when required.
23. Do not burn or weld above other workers without providing protection against injury for them.
24. Do not cut or weld on closed tanks that hold or have held flammable or combustible liquids.
25. Never wear oil-stained clothing.
26. Hold acetylene and propane torches once they are lighted. Do not lay them down or hang them on beams or planks.
27. Do not burn or weld in areas where equipment is covered with oil or lint.
28. While cylinders are in use, keep valve handles or valve wrenches in place.
29. Check all connections for leaks. Keep the hose away from other objects so that it cannot be damaged. Protect gauges and torches from sparks or flame damage.
30. Avoid using oil or grease on welding and cutting equipment.
31. Use regulator and torch flashback valves.
32. Store oxygen and acetylene cylinders at least 20 feet apart, or separate the cylinders by a non-combustible wall or partition at least five feet high.
33. Before disconnecting a torch from the hose, shut off the gas and the regulators. Do not allow the hose to crimp.
34. To discontinue cutting or welding for a short period, shut off only the torch valves. When stopping for longer than half an hour, close the oxygen and fuel cylinder valves, open the torch valves to relieve gas pressure in the hoses, and release the pressure - adjusting knob of the regulator.
35. Metal fumes created during welding, brazing, soldering, and metal cutting are a constant hazard. The condition known as metal-fume fever is a recognized hazard among welders. It includes flu-like symptoms with elevated temperatures, aches, pains, and sometimes respiratory difficulties. More serious illnesses can be experienced by welders and cutters exposed to toxic fumes. Welders and cutters must be protected against these hazards where they arise.

Compressed Gas Cylinders

1. Keep all cylinders not in use capped and secured with safety chain.
2. Never store or move gas cylinders unless valve-protection caps are in place.
3. Do not hoist cylinders with chokers; use cages or racks only.
4. Ensure that regulators, hoses, couplings, and tip connections are in good condition (no breaks, damaged, or cracked glass).
5. Do not use oxygen from a cylinder or cylinder manifold unless a pressure regulating device intended for use with oxygen is provided.
6. Use flash guard shields to isolate the welding area. When not in use, turn off supply and bleed off-cylinders.

7. When moving compressed gas cylinders by crane, cradles shall be used in order to reduce the possibility of dropping. Do not use electromagnets or rope when moving compressed gas cylinders.
8. Do not handle oxygen cylinders, apparatus, and fittings with oily hands, gloves, or other greasy materials.
9. Place oxygen and fuel gas cylinders and acetylene generators away from the welding position so that they will not be unduly heated by radiation from heated materials, by sparks or slag, or by misdirection of the torch flame.
10. Keep one or more approved Class B or Class C fire extinguishers at the location where welding or cutting is being done.
11. Use cylinders in an upright position, and secure them so that they cannot be knocked over.
12. Check all cylinders and equipment (e.g., hoses, regulators, etc.) for leaks before and after use. Do not use if leaking.
13. Store and handle empty cylinders as if they were full, since they can be equally dangerous.
14. Keep cylinders outside confined spaces, but secure them vertically so that only the low pressure hose and the torches are inside.
15. Open cylinder valves slowly, using only the proper key.
16. Before making a connection to a cylinder valve outlet, crack the valve open for a second to clear any particles of dirt in the opening. Point the valve and opening away from the body and other people.
17. Do not use gas cylinders without a pressure-reducing regulator attached to the cylinder valve.
18. Pressure regulators must have two gauges, one for cylinder contents and one for the outlet regulated pressure. Check these gauges frequently against gauges of known accuracy.
19. Before attempting to stop a leak between a regulator and a cylinder by tightening the union nut, check to be sure that the cylinder valve is tightly shut.
20. If leaks appear on a fuel-gas cylinder, take it to a safe place away from sources of ignition and attach a suitable label to the cylinder
21. Do not allow sparks, molten metal, electric currents, excess heat, or flames to contact the cylinder or attachments.
22. Do not bring cylinders into tanks, unventilated rooms, or enclosed areas.
23. Before removing a regulator from a cylinder valve, close the cylinder valve and release the gas from the regulator.
24. Do not fill gas cylinders except with the agreement of the owner and then only in accordance with a recognized safe procedure. Do not mix different gases in a cylinder.

Groundskeeping – Mowing Safety

1. Inspect the area to be mowed for hazards such as tree stumps, roots, rocks, branches, sprinklers, hoses, electrical cords, toys, etc. Remove any hazards where possible. Avoid those that cannot be removed.
2. Use Personal Protective Equipment (PPE), e.g., eye/face protection, gloves, hearing protection, etc., provided by the Supervisor.
3. Always look ahead of the mower's path while staying aware of your surroundings.
4. Check for oncoming cars when mowing near streets.
5. Inspect the mower, e.g., blade, belts and wheels, prior to use. Look for any loose screws or nuts and make sure that the guard is in place. Before using the machine, make any needed adjustments or repairs according to manufacturer's specifications.
6. Do not put your hands or feet under the mower deck.

7. Turn off the mower and disconnect the spark plug wire before servicing or adjusting.
8. Always cut across slopes with an upright mower.
9. When using a riding mower, mow up and down the slope.
10. Keep mower in gear when going down a slope.
11. Turn off the mower when dumping the grass catcher.
12. Do not try to unclog the grass chute while mower is running.
13. Only the operator is permitted to ride a riding mower.
14. Disengage the drive before starting a riding mower.
15. Disengage the drive before shutting off the mower.
16. Do not direct the discharge toward bystanders.
17. Do not work outdoors in electrical storms.

Pesticide And Fertilizer Application/Spraying

1. Only personnel properly trained and licensed will apply pesticide except consumer strength premix. Follow product label instructions and Material Safety Data Sheet (MSDS) precautions when applying weed killers, fertilizers, pesticides or herbicides.
2. Inspect equipment for leaks and loose nuts.
3. Wear Personal Protective Equipment (PPE), e.g., goggles, gloves, respirator, rubber boots, etc., provided by the supervisor.
4. Protect any open cuts or scratches with impervious bandages or gloves before handling or applying pesticides.
5. Never transfer any pesticide or fertilizer into an unmarked or unlabeled container. Keep containers tightly closed.
6. Do not store pesticides near sources of heat.
7. Do not transport pesticide containers in the cab of a vehicle.
8. Do not smoke or carry smoking materials while handling or spraying pesticides and fertilizers.
9. At the end of the workday, shower immediately after you have completed application of pesticides and fertilizers.
10. Do not mix fertilizers with gasoline or cleaning agents.
11. Wash hands and arms thoroughly before eating, smoking or drinking.
12. Store pesticides on impervious surfaces, e.g., metal shelves, plastic shelves, etc.
13. Remove any clothing that is saturated or impregnated with pesticides and place in a metal container labeled "PESTICIDE CLOTHING". Do not take clothing home.

Garage and Repair Shop Safety

1. Use jacks only to raise a piece of machinery into position. After machinery is in position, place jack stands under a load-bearing member.
2. Keep covers on floor openings, such as drain troughs. If any unguarded floor openings are found, inform the supervisor at once.
3. Keep steps into grease pits clean and free of grease, oil, and water by using a degreaser or other cleaning agent approved by your supervisor. Do not leave tools, parts, etc., on steps.
4. Use only cleaning solvents provided by your supervisor. Do not use carbon tetrachloride or gasoline for cleaning parts or in degreasing jobs.

Vehicle/Driver Safety

1. Operator must have a current license for that vehicle classification and always wear safety belts.
2. Slow down when crossing rough terrain, making a turn, and watch for pedestrians.
3. Keep hands, fingers, head, and feet clear when closing doors, hoods and trunks.
4. Stand clear of vehicles moving in reverse.

5. Do not mount or dismount a moving vehicle and do not jump off of a moving truck bed or trailer.
6. Turn off the engine, remove the ignition key, and set the parking brake before leaving the vehicle.
7. Do not operate any engine-driven construction or agriculture equipment until qualified and certified by your Supervisor.

Material Handling Equipment

Do not operate any equipment unless you have been properly trained by Competent Person and training is documented.

Heavy Equipment - General

1. At the beginning of each shift, inspect equipment carefully.
2. Learn the safest method of mounting and leaving machines.
3. Know the limitations of operating machines on rough terrain.
4. Report malfunctions to the supervisor or master mechanic.
5. Ensure that all equipment is secured to prevent it from being started or moved by an unauthorized person.
6. Make turns on steep grades in an uphill direction.
7. Block the apron on scrapers before changing blades.
8. Follow established traffic patterns on haul roads.
9. Make sure that the brake is operative before moving equipment.
10. Climb down rather than jumping from equipment.
11. Keep your equipment a safe distance from the edge of embankments.
12. Always shut off the engine on equipment before making adjustments or repairs.
13. Never engage in horseplay.
14. Maintain all required lights, reflectors, and accessories on equipment.
15. When operating an end-loader, avoid traveling with the bucket raised above the top of the radiator of the machine, since it would obstruct the operator's view.
16. Look in the direction the equipment is traveling.
17. Before loading a truck, find out what is on the other side of it.
18. Lower loader buckets to the ground when not in use.
19. Keep reverse alarms operable and free of anything that would muffle the sound.
20. Wear seat belts on equipment utilizing a roll-over protection system (ROPS).
21. Equipment used in site clearing operations shall be provided with substantial overhead guards, shields, canopies, and grills.
22. Do not use the blade to brake dozers on downhill runs except in emergencies.
23. No passengers are allowed on a machine while it is in use.
24. Be certain everyone is out of the way before pushing over trees, rolling logs, or dozing rocks.
25. When towing a machine, remain clear of the tow rope.
26. Read the operator's manual. It contains important information on the piece of equipment being operated.
27. Check to be sure that other workers are out of the way before starting the machine.
28. Inspect the equipment daily. Be certain all safeguards are in place on the equipment and report any defects immediately.
29. Place a warning tag on the steering wheel or ignition switch of all unsafe equipment being repaired.
30. All hot surfaces of the equipment, including exhaust pipes or other lines, shall be guarded or insulated to prevent injury or fire.

31. Make sure that exhaust or discharges from the equipment are directed so that they do not endanger persons or obstruct the operator's view.

Mobile Cranes

1. Do not lift a load which exceeds the rated capacity of the operating boom.
2. Use standard operating signals (coordinated in advance) to direct all operations. Permit only one person to give signals to the operator unless the load is being transferred to a point which is out of sight of the signalman. In such cases, a second signalman should be designated.
3. Use outriggers on rubber tired cranes as directed by the Supervisor.
4. Use mats when cranes are being operated on soft ground.
5. Prior to operation, ensure that maintenance and operator inspections have been performed per manufacturers recommendations.

Bulldozers and Tractors

1. Check the condition of brakes, clutches, steering mechanisms, hydraulics, and electrical systems before operating. If a defect is detected, do not use. Tag it "out-of-service" and report it to the Supervisor for correction.
2. Before starting down a hill, lower the blade to secure a load of earth in front of the blade and maintain the load all the way down the hill. If the load is lost, do not jam the blade into the ground. Do not use the dozer blade as a brake on downgrades.
3. When coupling a tractor to other equipment, co-workers must stay clear of the space between the units. Stop the machine; place it in neutral; and set the brakes before allowing a person to couple the equipment.
4. At the end of a work shift or when leaving the machine, shut off the power, set the brakes, land the blade, and place the shift lever in neutral.

Scrapers

1. Do not make sharp downhill turns. When going downhill, do not kick the machine out of gear. Leave the machine in gear and use the brakes to control the speed. If the brakes will not hold the load, drop or drag the bowl or make an emergency stop.
2. Block up the scraper or dozer bowl when blades are being replaced. After the scraper is lifted to the desired height, place blocks under the bottom near the ground plates.
3. Keep the center of the fill low and the outside edges high to prevent the scraper from slipping off the edge of a fill.

Motor Grader

To avoid overturning, extend the blade when scraping shoulders and operating the grader off the shoulder.

Shovels, Clamshells, Loaders.

1. Stay clear of the bucket swing and the cab rotation. Do not swing the bucket or clamshell over other workers.
2. When soil is soft, make sure the equipment is on a solid foundation by using mats or heavy planking. Have the outriggers fully extended before starting to operate.
3. If operating on a bank next to an excavation, check with the Supervisor or engineer to determine whether shoring or bracing is necessary.
4. No one is permitted in the cab with the operator.
5. Do not leave the machine on an inclined surface or on loose material, such as sand or gravel, with the motor idling.

6.0 TRADES – SPECIAL RULES FOR ELECTRICIANS

1. Do not repair or test live circuits except when necessary to affect repair.
2. When working on live circuits, use only tools with insulated handgrips, having UL approval for live line work.
3. When doing electrical work, use only ladders with nonconductive side rails.
4. Use safety signs, symbols, or accident prevention tags to warn personnel of electrical hazards.
5. Use gloves, aprons, and face protection approved by the supervisor while working in battery service areas.
6. Make sure all electric work is in compliance with the national electric code and other applicable safety codes.
7. Treat all electrical circuits as if they are energized. Consider all wires live until checked and locked out.

Circuits In Excess Of 250 Volts

1. Electricians' rubber gloves with protectors, or other means of insulating employees from ground or current of opposite polarity when working on circuits in excess of 250 volts, shall be worn unless the circuit is de-energized and grounded.

Disconnecting Means

1. Approved disconnecting switches or plug connectors shall be installed to permit the disconnection of all ungrounded conductors of each temporary circuit.

7.0 TRADES – SPECIAL RULES FOR GLAZIERS

1. Wear proper eye and face protection when operating saws, cutting, or chipping tools, and when handling tempered glass.
2. Wear glass-handlers' cuffs and gloves when handling glass.
3. Wear glass-handlers' sleeves when handling glass above the shoulders.
4. When suction cups are used to hand or place glass, follow the manufacturer's recommendations and procedures.

8.0 TRADES – SPECIAL RULES FOR PLASTERERS

Material Mixing, Handling, And Placing Precautions

1. Ensure that all protective gear is in good condition, fits properly and provides full body protection. Wear safety glasses to protect the eyes against splashing mortar. An eyewash station should be provided.
2. Work procedures and scheduling shall be coordinated with other trades to avoid injuries and conflicts.
3. Ensure that mortar mixer V-belts, gears, and chain and sprockets are properly guarded. The top of the mixer should be equipped with an interlocked hinged guard to prevent contact with the mixer blades.
4. Ramps or runways over four feet in height shall be provided with a standard guardrail.
5. Runways, accessways, and ramps used by material handling equipment such as wheelbarrows, shall be a minimum of three scaffold-grade planks in width with cleats on the underside.
6. Well wheels shall be securely attached in place on hoist arms according to manufacturer's requirements.
7. Ropes used with well wheels shall be free of defects, frays, cuts, or other weaknesses.
8. Scaffold tie-ins shall be provided in an area where well wheels are positioned to eliminate possible scaffold tip-over.
9. Buckets or containers used to hoist material should be of sound and rigid design. The bails on buckets shall be constructed or designed so they cannot dislodge or separate.
10. All material hoists used on the job site shall be erected and operated in accordance with applicable safety requirements and standards.

Lasers (For Optical Alignment)

1. Only qualified and trained employees shall be assigned to install, adjust, and operate laser equipment.
2. Do not look directly into a laser.
3. When possible, position the laser at a level other than the eye level of persons in the area.
4. Post laser warning signs saying "Notice - Laser In Use."
5. Turn the laser off or cap it when it is unattended or not in use.
6. To avoid electrical hazards, do not place laser alignment equipment in damp or water-soaked locations.

7. Laser equipment shall be provided with labels stating its light intensity and the manufacturer's name and address.
8. Wear proper eye protection selected according to the strength of the laser being used.

9.0 TRADES – SPECIAL RULES FOR ROOFERS

General

1. Do not operate felt-laying machines or mechanical moppers within three feet of any unprotected roof opening or within five feet of any unprotected roof edge.
2. If catch platforms are not being used, you must use a safety belt attached to a lifeline which is securely fastened to the structure.
3. Do not work around kettles and tankers being used or heated up for use unless supervised or monitored by a qualified person.
4. Never place a pumper or agitator into a hot kettle or tanker.
5. Kettles shall be kept a minimum of 20 feet from exterior of buildings when possible.
6. Park kettles and tankers within a minimum of 25 feet of air intakes, such as windows, doors, etc., only when used with a fume-recovery system.
7. All kettles and tankers, in use or being heated up for use, shall have a qualified person in attendance.
8. Buckets furnished by the employer and used by the employee to handle hot tar, hot pitch, hot asphalt, or similar materials shall be made of No. 2 gauge or heavier sheet metal and shall have metal bail on one-fourth-inch diameter or larger. The bail shall be fastened to offset ears which have been riveted or welded to the bucket.
9. Tankers: All rules and regulations covering the safe operation of kettles shall also apply to tankers, including the following safety precautions:
10. Tankers shall be located on solid, level ground with the wheels blocked.
11. The front end of the trailer must be properly braced to support a full-product load.
12. The tankerman shall not smoke while loading or checking the product level in the tanker. No smoking shall ever be permitted on top of the tanker.
13. It shall be the tankerman's responsibility to notify the job foreman of any unsafe condition that may arise during the operation of the tanker.
14. Never fire burners unless the top tube is covered with at least six inches of material above the tube. Burners must not be placed on top tubes. If top tubes are not covered by at least 12 inches of hot, do not use it.
15. Do not use an open flame on top of the tanker at any time.
16. If a freeze-up occurs, remove all piping using wrenches only.
17. Storage containers for fuel used to heat tankers shall be located no less than 25 feet from burners on tankers with capacity of less than 2,000 gallons; no less than 50 feet on tankers with capacity of 2,000 gallons or more.
18. Before using hoists to raise or lower equipment or material, the following safety precautions shall be followed:
19. All hoists shall be in good operating condition, with all guards in place.
20. Cables, hooks, and the braking system must be inspected for defects before each use. If any defects are found, they shall be immediately repaired or the hoist must be removed from service.
21. All hoists and lifting devices shall be securely anchored with counterweights before any load is ever lifted.
22. Hoists shall not be set up where they will endanger the safety and health of personnel entering or leaving a building.
23. When a hoist must be set up near a doorway, it must be locked if possible. If not, all precautions to warn against possible accidents or injuries must be taken. This shall

include the placing of warning signs where they will be easily visible to anyone entering or leaving a building.

24. Under no circumstances shall a fire exit be blocked.
25. Employees shall not be required to stand or work under any load being lifted.
26. Only personnel experienced in the operation of mechanical hoists shall be permitted to operate them.
27. All employees required to operate a hoist shall be alert to the possibility that some unforeseen circumstance may pull the hoist over or cause the load to fall.
28. It shall be the operator's responsibility to inform the job foreman of any problems that occur which could affect the safe operation of the hoist.
29. All hoist hooks should be equipped with a safety latch.

Procedures For Working On Low-Pitched Roofs

1. During built-up roofing work on low-pitched roofs with a ground-to-eave height greater than 16 feet, one of the following systems shall be used:
 - a. Warning-line system
 - b. Safety-monitoring system
 - c. all-arresting system
2. Mechanical equipment may not be used between the warning line and the roof's edge. Material shall not be stored less than six feet from the roof's edge unless guardrails are erected at the roof's edge.
3. The job foreman shall immediately supervise all work that is being done between the warning line and the roof's edge.
4. The foreman shall be required to keep workers aware of the hazards involved in working next to the roof's edge and to train all new employees in warning-line use.
5. Guardrails shall be erected at hoisting areas with a minimum of four feet on each side of the opening through which materials are hoisted. A chain or rope shall be placed across the opening when hoisting operations are not taking place.
6. Guardrails must be used at all pipe outlets for "hot" with a minimum of four feet on each side.
7. When moving equipment or material across the roof, employees shall be instructed not to walk backward and to remove all tripping hazards.
8. Ramps shall be constructed to support the weight they will be required to hold. All ramps built on the edge of the roof (e.g., for dumping trash) shall have guardrails on all exposed sides. Ramps shall also be constructed to prevent any tendency to backslide.
9. Equipment used on the roof shall be kept clean and in good working condition. Safety devices on equipment shall be used and not removed.
10. During tear-off operations, every employee shall be required to wear eye protection (goggles).
11. When dumping tear-off material from the roof, a trash chute must be used.
12. Good housekeeping practices must be followed at all times. Protruding nails in boards must be removed or bent over.
13. Tools that are not in use shall be properly stored, not scattered on the site to create tripping hazards.
14. The rope wheel and derricks must be inspected before use.
15. No employee shall be required to carry "hot" while climbing a ladder.
16. All material stored on the roof must be properly secured to prevent injuries to workers or damage to the roof caused by material being blown around.
17. All roof openings must be covered or have standard guardrails with toe boards on all open sides. Any material used to cover a roof opening shall be secured to prevent movement, and it shall be of sufficient strength to support workers or equipment.

18. Roofing felt, insulation, or unsubstantial material shall never be used to cover a roof opening.
19. When a roof-opening cover or guardrails removed to complete a section of the roof, it must be replaced immediately upon completion of that section.
20. If workers are required to leave the roof before completing work around the opening, the opening shall be recovered before leaving.

Procedures For Working On Steep Roofs

1. The job foreman must be aware of all hazards involved in working on steep roofs and shall instruct workers in those hazards.
2. On pitched roofs with a rise of four inches in 12 or greater, 16 feet or more above ground, and not having a parapet at least 30 inches high, catch platforms shall be installed. The platform extends two feet beyond the projection of the eaves and shall be provided with a standard guardrail substantially fixed in place. Safety belts attached to a lifeline securely fastened to the structure may be used in lieu of a catch platform.
3. Chicken ladders or crawling boards should be provided for access on steeply pitched roofs.
4. Employees should wear work boots with rubber soles to help prevent slipping.

10.0 TRANSPORTATION EMPLOYEES

1. Keep the path to the bus emergency equipment and exits clear and unobstructed.
2. Immediately report bus defects identified on checklist to the Supervisor or other designated person.
3. Keep all mirrors properly adjusted.
4. Do not coast with the clutch disengaged or the automatic transmission in neutral.
5. Operate warning light systems when stopping to load or unload passengers.
6. All personnel must be off the bus before refueling.
7. Always shut off the motor and set the parking brake before leaving the bus. Do not leave the bus key in the ignition when the bus is unattended.
8. Stop the bus only where it can be seen at least 200 feet by traffic approaching from either direction.
9. Do not tailgate vehicles.
10. When crossing railroad tracks, bring the bus to a complete stop before crossing.
11. Do not shift gears when crossing railroad tracks.
12. Do not drive bus through, around or under any crossing gate or barrier at a railroad crossing while such gate or barrier is closed or being opened or closed.

11.0 FOOD SERVICE EMPLOYEES

General

1. Disconnect electrical appliances such as blenders, grinders, and coffee pots from the power source before cleaning.
2. Keep aisles and mats clean, clear, and dry at all times.
3. Wear only closed-toe, low-heel and non-slip shoes. Shoes should be sturdy and well-maintained.
4. Store cleaning products separately from food products.
5. Clean steam tables and cutting blocks daily.
6. Keep sharp, protruding objects out of the aisles; keep all drawers closed.
7. Store all cleaning equipment such as brooms, mops, carts, pails, etc., in the utility closet.
8. Turn on exhaust hood fans when ranges are in operation. Keep hood filters clean and free of grease.

Receiving Areas

1. Keep floors in a safe condition, free from broken tile, and sliding floor mats.
2. Keep floors and/or deck areas dry, clear, and hazard-free.

Storage Areas

1. Store heavy items on lower shelves.
2. Use a ladder to reach items above chest level.
3. Do not store anything closer than 24 inches from ceiling and lights.
4. After changing light bulbs, replace screen guards.
5. Do not store ammonia and bleach together.

Food Preparation Areas

1. Before plugging in mixers, blenders, and other electrical equipment, check that the plug ground prong is in place and secure. If not, do not use, tag it as "out-of-service" and notify your supervisor.
2. Inspect electrical equipment regularly for defective or damaged cords or plugs. If defective, tag them as "out-of-service" and report them to your supervisor.
3. Do not lean against equipment such as mixers, blenders, or toasters when turning them on and off.
4. Check mixers and attachments for safe operating condition (per operation and maintenance manual) before using. Do not use if defective.

Serving Areas

1. Keep serving counters and tables free from broken parts and wooden or metal splinters.
2. Inspect glassware, china, silverware, and plastic equipment daily. Dispose of chipped or cracked items.
3. Use hair restraints such as net, clips, or hats approved by the supervisor.
4. If taking any medication, report it to the supervisor. Do not operate any equipment while taking medication, unless authorized.

12.0 WAREHOUSE EMPLOYEES**General**

1. Keep floors clean and aisles unobstructed to allow easy access to exits.
2. Use only Supervisor-approved equipment (e.g., mobile stairs, ladders) to retrieve materials from high shelves.
3. Secure materials that cannot be laid flat.
4. Report inadequate lighting, (e.g. burned out bulbs or blocked lights) to the Supervisor.
5. Loads.
6. Immediately upon receipt, store all hazardous or potentially hazardous products in area designated by the Supervisor.

Forklifts

1. Do not operate the forklift unless you have been trained as required by the standard on that specific type of lift (which has been documented) and license issued.
2. Move the forklift with the forks elevated just enough to clear the floor.
3. When approaching a blind corner, sound the horn, reduce speed, and proceed.
4. Do not leave a forklift unattended with the motor running.
5. Do not permit riders on the forklift at any time.
6. If seat belts are provided, use them.
7. Turn the forklift slowly to prevent tipping or over-turning a load.
8. Lower the load before moving the forklift.
9. Do not run over rubber hoses, welding cables, etc., with forklifts.
10. Do not lift a load which exceeds the rated capacity of the forklift.

APPENDIX D

**Staff Grievance Process
School Board Policy**

STAFF COMPLAINTS AND GRIEVANCES

The Board encourages the administration to develop effective means for resolving differences that may arise among employees, reducing potential areas of grievances and establishing and maintaining recognized channels of communication.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level. Each employee should be assured the opportunity for an orderly presentation and review of complaints and concerns.

The procedures established for the resolution of grievances in contracts negotiated with recognized employee bargaining units apply only to “grievances” as defined in the particular contract(s).

[Adoption date: September 26, 2011]

LEGAL REFS.: ORC [4117.09](#); [4117.10](#)

CROSS REF.: [GBB](#), Staff Involvement in Decision Making (Also [ABB](#))

CONTRACT REF.: Teachers’ Negotiated Agreement

Apollo Educational Association and Apollo Administration- Staff Grievance Policy

ARTICLE 3 - GRIEVANCE PROCEDURE

3.01 The purpose of this procedure is to resolve the grievance at the lowest possible level. Both parties agree that the grievance will be processed as expeditiously as possible.

3.02 DEFINITIONS

A. “Grievance” shall mean a claim by an employee(s) or the Association that there has been a violation, misinterpretation, or misapplication of the language in the negotiated bargaining agreement.

- B. "Class Action Grievance" shall be a grievance that affects more than one employee in the bargaining unit.
- C. "Grievant" shall mean the Association or employee(s) initiating a grievance.
- D. "Appropriate Supervisor," for the purposes of the grievance procedure, shall mean the lowest level administrator having the authority to resolve the grievance.
- E. "Days" shall mean actual work days of the employee during the regular school year and Mondays through Fridays (except for holidays) during the summer.

3.03

RIGHTS OF THE GRIEVANT AND THE ASSOCIATION

- A. The grievant has the right to Association representation at all meetings and hearings involving the grievance.
- B. The Association has the exclusive right to file grievances and to be present for the adjustment of any and all grievances.
- C. Grievance forms shall be in the appendix of the Negotiated Agreement.
- D. The Association shall have the exclusive right to determine whether to proceed to the arbitration step of the grievance procedure.
- E. The Association shall receive copies of all communications in the processing of grievances.

- A. The number of days indicated at each step in the grievance procedure shall be maximum and may be extended only by written mutual agreement of the Association and the Board.
- B. A written grievance must be filed within fifteen (15) days of: (1) the occurrence of the act or condition on which the grievance is based; or (2) the date on which the grievant knew or reasonably should have known of the occurrence of the act or condition on which the grievance is based.
- C. Failure of the grievant to comply with filing and appeal time lines shall constitute a waiver of the grievance.
- D. Failure of the employer to comply with the time lines shall result in the automatic advance of the grievance to the next step of the procedure.

A. Step One - Informal Step

The employee first must discuss the grievance with the employee's immediate supervisor in an attempt to resolve the grievance informally.

If the grievance is not resolved during Step One, the employee may, within fifteen (15) days of the occurrence of the act or condition on which the grievance is based, or the date on which the grievant knew or reasonably should have known of the occurrence of the act or condition on which the grievance is based, file a written grievance with the Director.

B. Step Two

Within five (5) days of the filing of the form, the Director or designee shall arrange and conduct a hearing at which the grievant and Association may present evidence in support of their position.

Within five (5) days of the hearing, the Director or designee shall provide a written response to the Association and the grievant. If the grievant is not satisfied with the Director's response, the employee may file a written form with the Superintendent to proceed to Step Three within five (5) days of the Director's or designee's response.

D. Step Three

Within five (5) days of the filing of the form, the Superintendent or designee shall arrange and conduct a hearing in the same manner set forth in Step Two.

Within five (5) days of the hearing, the Superintendent or designee shall provide a written response to the Association and the grievant.

If the Association is not satisfied with the Superintendent or designee's response, the Association may file a written demand for arbitration with the Superintendent within ten (10) days of the Superintendent's or designee's response.

E. Step Four

Within ten (10) days after receipt of the request for arbitration by the Superintendent, representatives of the Board and the Association shall confer to select an arbitrator. If they are unable to agree on an arbitrator, the parties shall jointly petition the American Arbitration Association for a list of seven (7) names from which the arbitrator shall be selected by the alternate strike method. Either party shall be entitled to request a second list.

Once the arbitrator has been selected, he/she shall conduct a hearing on the grievance in accordance with the rules and regulations of the American Arbitration Association.

The arbitrator shall have authority to consider only a single grievance or several grievances involving a common question of interpretation or application.

The arbitrator shall hold the necessary hearing promptly and issue the decision within thirty (30) days or such time as may be agreed upon. Decisions shall be in writing and a copy sent to all parties present at the hearing. The decisions of the arbitrator shall be binding on the Board, the administration, and the Association and the grievant(s).

The arbitrator shall not have the authority to add to, subtract from, modify, change or alter any of the provisions of this collective bargaining agreement, nor add to, detract from or modify the language therein in arriving at a determination of any issues presented that is proper within the limitations expressed herein. The arbitrator shall expressly confine himself/herself to the precise issue(s) submitted for arbitration and shall have no authority to determine any other issue(s) not so submitted to

him/her or to submit observations or declarations of opinion which are not directly essential in reaching the determination.

The arbitrator shall in no way interfere with management prerogatives involving Board's discretion, nor limit or interfere in any way with the powers, duties and responsibilities of the Board under its polices, applicable law, and rules and regulations having the force and effect of law, which do not conflict with the specific and express terms of this Agreement.

Costs for services of the arbitrator, including per diem expenses, if any, and necessary travel and subsistence expenses, shall be borne equally by both parties.

3.06 MISCELLANEOUS

The written grievance shall be sent by certified mail or hand carried and witnessed on delivery to the appropriate persons at each level in the procedure.

This grievance procedure governs all members of the bargaining unit of the school district.

No reprisals of any kind will be taken by either party or by any member of the administration against any party in interest, any school representative, any member of the Association, or any participant in the grievance procedure by reason of such participation.

If the Association decides at any level of the grievance procedure that a grievance is without merit or that an equitable answer has been given to the aggrieved person it may withdraw its support. The aggrieved person may always seek, individually, further satisfaction of his/her grievance through normal administrative channels. He/she

may not be represented by any other organization or group at any time.

Every effort will be made to avoid interruption of classroom activities unless the school administration so authorizes, and to avoid the involvement of students in all phases of the grievance procedure.

The Association President and any teachers who are subpoenaed by an American Arbitration Association subpoena will be released from all duties without being required to use personal or any other leave. The Association and the Board will try to have all grievance hearings after 1:45 p.m. and will agree to hold hearings on site if available. All but the Association President will testify and return to work but may be recalled.

The procedures contained in this Article constitute the sole and exclusive method of considering the redressing of grievances arising during the life of this Agreement and any extensions thereof, except for disputes with respect to which SERB has exclusive jurisdiction or disputes with respect to which an individual can file a charge under federal civil rights laws.