

FERNDALE SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 3410 P-3/5500 P-2

SAFETY PROGRAM

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SAFETY PROGRAM

I. INTRODUCTION

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The director of special education will act as the safety director and is responsible to the superintendent for the overall district safety program. The director of building and grounds will assist the safety director.

II. RESPONSIBILITIES OF THE DIRECTOR

- A. Assist principals and supervisors with implementation, monitoring, and evaluation of building safety programs.
- B. Maintain liaison with appropriate regional and district offices of the Division of Industrial Safety and other appropriate agencies.
- C. Maintain a record of all safety inspections.
- D. Meet with the state compliance inspector prior to the inspection, review non-complying conditions with the inspector, and establish a corrective action plan.

III. RESPONSIBILITIES OF PRINCIPALS AND SUPERVISORS

- A. Establish a building level safety committee.
 - 1. Organization
 - a. Majority of the safety committee elected annually by peers.
 - b. Chairperson elected by the committee.
 - c. Number of employer appointed members not to exceed the number of employee elected members.
 - d. Should a vacancy occur, election of a new member held prior to next scheduled meeting.
 - e. Frequency, date, hour, location, and length of meeting determined by the committee.
 - f. Minutes of meetings kept on file for one year (Attachment 1).
 - 2. Composition
 - a. Principal or supervisor
 - b. One certificated staff member
 - c. One classified staff member

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- d. One vocational representative (secondary level)
- 3. Duties of Building Level Committee
 - a. Review safety inspection surveys and recommend remedies to correct unsafe conditions or practices.
- B. Prepare and submit to the director of safety the Annual Status Report of Building Safety Program (Attachment 2).
- C. Take action on identified unsafe conditions or practices that are possible to remedy within the building and/or submit a work order marked "Safety Committee".
- D. Ensure a minimum of two employees, in addition to all vocational education and all paid coaching staff have current first aid cards. Further, schools with more than one night custodian will ensure that one custodian has a current first aid card.

Check cards for validity by September 30 and February 28 of each year and submit the list to director of safety.
- E. Maintain a bulletin board with the following information:
 - 1. NOTICE (To report all injuries) Poster LI-416-80;
 - 2. Industrial Insurance Poster LI-210-191;
 - 3. WISHA Poster LI-416-81;
 - 4. Citation and notice (as appropriate);
 - 5. OSHA 200 Summary (during month of February); and
 - 6. Roster of staff holding current first aid cards.
- F. Report and investigate all accidents (see Administrative Procedures No. 3410 P-2/5500 P-1, Accident Handling, Reporting and Investigation).
- G. Establish a safety training program within building to include training of:
 - 1. New employees on safe working practices (Attachment 3);
 - 2. Teachers in general rules of student safety;

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3. Science, vocational education, industrial arts, and art teachers on safe student conduct including:
 - a. Hair Safety
 - (1) Hair must be tightly secured to the head by such methods as hair pins, nets, hair bands, braids, or stocking caps.
 - (2) Hair must be secured in place during the entire class period.
 - b. Eye Safety
 - (1) Eye safety areas shall be designated.
 - (2) Appropriate eye safety devices shall be worn by students, staff and/or visitors while working or observing in designated eye safety areas.
 - (3) All power machines shall be located and/or operated in eye safety areas.
 - (4) Eye and hair safety protective devices shall be furnished and maintained by the district and loaned without cost to staff, students, and observers.
 - c. Apparel Safety
 - (1) While working with power machinery, students and staff shall be required to remove or appropriately secure all loose apparel which may constitute a safety hazard.
 - (2) If visitors are wearing loose apparel, they shall not be allowed in safety areas even if they are wearing appropriate eye and hair devices.
 4. Staff members to make them aware of locations of building fire extinguishers.
- H. Notify staff, students, and/or visitors who fail to comply with safety rules that they shall not be allowed to participate in the class.

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- I. Inform the director of health and safety by October 1 of each school year that training has occurred.
- J. Forward inspection reports to the district safety steering committee.
- K. Establish a first aid station and stock it with first aid kits as per WAC 296-24.

IV. DISASTER PREPAREDNESS PLAN

A disaster preparedness plan provides for the welfare and safety of students and staff in the event of a disaster and establishes a method for the evacuation of school premises following such an occurrence.

The purpose of this district plan is to provide a framework to assist school buildings in developing their own individualized disaster plans.

A. Public Information Officer

- 1. The public information officer acts as the official spokesperson for the school site in an emergency situation. News media can play a key role in assisting the school in getting emergency / disaster related information to the public (parents).
- 2. Responsibilities of the public information officer should include:
 - a. Predetermine a possible "news center" site as a media reception area (located away from the command post);
 - b. Identify yourself as the Public Information Officer (PIO) (vest, visor, sign, etc.);
 - c. Assess situation and obtain statement from Incident Commander (IC), tape record if possible;
 - d. Statement should reflect
 - reassurance—"Everything's going to be okay"
 - incident or disaster cause and time of origin
 - size and scope of the incident;
 - e. Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, shelter information, etc.
 - resources in use

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- best routes to school if known
 - request any school wishes to be made to the public;
 - f. Advise arriving media that the site is preparing a press release and approximate time of issue;
 - g. When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment.";
 - h. Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO;
 - i. Update information periodically from Command Post CP;
 - j. Monitor all news broadcasts about incident. Correct any misinformation heard;
 - k. Keep a log of your actions, communications, and phone calls. If possible, tape media briefings.
- B. Director of Health and Safety
- 1. Preparation—Pre-Emergency Procedures
 - a. Request that each building's safety committee be responsible for the annual review of the preparedness plan.
 - i. check with principals to be sure that disaster training is provided for all staff;
 - ii. check with principals to see that disaster preparation is taught yearly to all students;
- C. Building Safety Committee
- 1. Preparation of Staff

The safety committee should:

 - a. Develop a building/workstation plan.
 - b. Keep the plan implemented and updated.
 - c. During April present to the director of safety a list of supplies needed for the following year.

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- d. During April present to the PTO presidents a list of supplies for which PTO funds are requested for the following year.
2. Preparation of Schools
 - a. Hazard Assessment
 - i. To be performed by qualified structural, civil engineer or maintenance department where appropriate.
 - ii. To include evaluation of interior and exterior portions of school buildings as well as school grounds which might include:
 - proximity of toxic, flammable, corrosive, chemically reactive, or radioactive material
 - proximity of high voltage power lines
 - the likelihood of flooding
 - probable safety of evacuation areas after a quake, proximity of gas, water, sewer lines
 - interior hanging fixtures
 - windows, particularly those near doorways
 - bookcases and shelving within classroom as well as all objects on shelves and cabinets
 - stability of water heaters.
 - b. Classroom Emergency Supplies
 - i. Emergency supplies to be contained in a carryall which is readily accessible in each classroom, library, music room, etc. (see Attachment 4 for list of contents.
 - ii. One gallon distilled water stored in each classroom.
 - c. First Aid Supply Stations
 - i. To provide decentralized storage of first aid material at two or more locations at each school.
 - ii. To include first aid supplies (see Attachment 6 for an itemized list).

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d. Equipment

- i. To be inventoried at each school and supplemented with new purchases if necessary.
- ii. To be cited as to location on school premises in lists and maps held at first aid supply stations and main office.
- iii. To include tools and instructions for shutting off gas and water which remain permanently located at appropriate sites.
- iv. To provide communication equipment including AM/FM transistor radios, walkie-talkies, bull horns and extra batteries.
- v. To include provision for emergency sanitation facilities.
 - Waste baskets lined with plastic garbage bags and shovels.
 - Privacy provided by roll of four-foot wide black plastic sheeting, bamboo poles (or window poles) and strapping tape.

e. General Information Listings

- i. To be maintained at all first aid supply stations and main office and to include:
 - plot plan of school including shut-off valves for gas, water and electricity, hot water heaters, and listing of names of at least three persons trained to disconnect them.
 - locations of fire extinguishers
 - emergency telephone numbers of city and county disaster responding agencies (including police and fire department, hospitals, Red Cross, Civil Defense, gas, electrical and water companies, office of City of Ferndale and Whatcom County
 - chain of command: principal plus name of two others who would function in his/her stead
 - list of disaster related equipment and map where located

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- call letters of radio station broadcasting local disaster information: KGMI 790, KPUG 1170, KBFW 930
- duplicate copies of emergency in the classroom
- names of staff members with training in first aid and/or CPR
- copy of complete preparedness plan and evacuation procedures
- list of students and staff requiring special medication

D. Superintendent

1. Preparation of staff

The superintendent should:

- a. Encourage all staff to prepare family disaster plans as they may be required to remain at their workstation;
- b. Report to the school board on disaster preparedness including updating procedures, expenses and recommendations for the following year.

2. During an Extended Period after a Disaster

The superintendent/designee should:

- a. Check status at the schools, the district office and buses;
- b. Evacuate district office if necessary and set up command post;
- c. Confer with police, fire department and city officials regarding situation at each school and in the community;
- d. Determine plan for continuation of school following disaster;
- e. Notify principals and radio station(s) so that parents are informed of the situation at each school and what school plans are;
- f. Release principals when all students and teachers have been released.

E. Principal/Supervisor

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1. Preparation of Staff
 - a. Be knowledgeable of the responsibilities for preparedness, as provided in the district plan;
 - b. Designate a second-in-command and a third-in-command;
 - c. Assign all support staff as needed;
 - d. Recommend that teachers are trained (responsibilities, disaster drills, first aid and CPR);
 - e. With teachers decide on alternate route for each classroom to the evacuation site;
 - f. Communicate student release plan with staff;
 - g. See that disaster preparation and drills are completed as designed;
 - h. Plan for traffic control during disaster and designate person to be in charge and backup person;
 - i. Develop emergency procedures for night custodians;
 - j. Encourage all staff to prepare family disaster plans as they may be required to remain at their workstation.

2. Preparation of Students
 - a. Drills
 - i. teachers should teach the following:
 - assume drop position
 - stay away from windows or other potential hazards
 - get under desk, table or other shelter or against inside wall
 - drop to knees with back to windows
 - place head down towards knees, hands clasped behind neck, arms against ears, eyes closed
 - be silent so directions can be heard.
 - ii. Teachers should also:

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- assume drop position with children, then stand and monitor students' position
- have students hold drop position for sixty (60) seconds
- give directions for evacuation to prearranged location
- take emergency kit to evacuation site
- make provision for gallon of water to be taken also
- hold students at evacuation site until directed to return to room
- instruct each student what to do during quake if no adult is present or if student is at lunch, in the corridor, or on the playground.

iii. The classroom unit taught by the teacher might include:

- geology of earthquakes
- noise accompanying disasters, results (fallen books, broken glass, etc.), and need for students to be silent and listen for directions
- aftershocks and procedures if elsewhere at time of quake (bathroom, on the way to or from schools, etc.)
- prevalence of quakes all over the world; frequent natural event which will occur here again
- locations of emergency kit, evacuation plan, procedures if teacher is not available (out of room, unconscious)
- student release policy
- first aid training.

b. During an Extending Period after a Disaster

The principal should:

- i. Appoint guards to see that no unauthorized person goes back into the buildings until they have been declared safe.
- ii. Post traffic control at school gates to keep parking lot free for emergency vehicles.

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- iii. Assess total school situation and check with superintendent/ designee.
- iv. Announce location of disaster and first aid centers; call on principal's designee(s) to operate the first aid center.
- v. Direct the recovery of all disaster related and medical supplies, equipment, and information enlisting from first aid room and/ or other first aid supply areas.
- vi. Supervise conservation and distribution of water.
- vii. See that parents and guardians are notified as soon as possible of any serious injury to students; if necessary, send injured children to emergency centers.
- viii. Release students according to the building plan unless otherwise directed by the superintendent/ designee.
- ix. Release teachers as supervision allows.

The teacher should:

- i. Remain with their class or report to the disaster center if they do not have a class.
- ii. Be in charge of all students in their class group until an emergency first aid station is established. Use bottled water until notified that water system is safe. Use red flag in emergency kit to signal major first aid needs.
- iii. When evacuating a classroom, take emergency kit, water and student roster.
- iv. If there are seriously injured persons who cannot be moved, an adult may be assigned to remain. Other staff members evacuate the rest of the children.
- v. Take roll. Send notice to disaster center immediately of any student who is not with class, noting possible whereabouts, e. i., at library, absent from school, etc. Take roll periodically throughout the disaster period.

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- vi. Note on class roster the name of anyone who for any reason leaves the class, to go to first aid center, disaster center, home, home of authorized person.
 - teachers are asked to be specific in noting names and addresses of those to whom students are released if other than parents.
 - records time child was released.
 - record any unusual behavior or any first aid given.

 - vii. If the child is released to anyone other than a parent or authorized person, i.e., to first aid center, write the child's name on the child in permanent ink. (The child might go into shock or become unconscious later and not be able to give name. If the child is sent to a medical center away from school, identification is even more essential.)

 - viii. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Maintaining verbal contact with students will not only provide reassurance, but will allow the anxious child the means to vent his/her apprehensions. Talking it out is absolutely essential in psychological adjustment to the disaster.

 - ix. As the time period extends, remind students that they are in the safest place possible under disaster conditions. Fill in time with games, songs, stories, exercise and rest periods.

 - x. Report to the principal when all students have been released.
4. Annual Review
- The principal should:
- a. Appoint a second-in-command and a third-in-command.

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- b. See that first aid equipment and supplies are inventoried at each location.
- f. See that disaster equipment is properly located and in working order and that maps locating such equipment are up-to-date.

The teacher should:

- c. Carry out responsibilities as designated.

F. Nurse

1. Preparation of Staff

The nurse should:

- a. Consult with safety committee regarding the organization and maintenance of first aid supplies and work with the safety committee when appropriate;
- b. Plan for special medical needs of students and assist staff on an as needed basis.

2. Preparation of Students

a. Elective First Aid Course

Recommend after school enrichment to fifth and sixth grade students an elective basic first aid course, staffed by qualified volunteers, during each school year.

3. Emergency and Evacuation Procedures

- a. Assist the injured;
- b. Help staff at the emergency first aid center when it has been set up.

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4. Annual Review

Update any special medical information when necessary.

G. Secretarial Staff

1. Preparation of Staff

The secretarial staff should:

- a. Know procedures for preserving essential school records in case of disaster;
- b. See that battery operated AM/FM radio(s) are available in working condition and labeled with emergency call numbers (KGMI 790, KPUG 1170, KBFW 930).

2. Emergency and Evacuation Procedures

- a. Under the direction of the principal, provide for the preservation of essential school records;
- b. Monitor radio emergency broadcasts;
- c. Assign volunteers to locations where needed.

3. Annual Review

Carry out responsibilities as designated.

H. Custodial Staff

1. Preparation of Staff

The custodians should:

- a. Know location of and procedures for turning off water, gas and electricity and intake valve on water heaters;
- b. Know procedures for setting up emergency sanitary facilities;
- c. Know fire fighting procedures and equipment;
- d. Know location of disaster equipment and supplies.

2. Emergency and Evacuation Procedures

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- a. Check water, gas and electricity; if so directed by the principal, turn off utilities and intake valve on water heater;
- b. Assist in any fire fighting or recovery activities;
- c. Assist the principal in establishing controls to prevent the use of contaminated water;
- d. Help set up emergency sanitation facilities if needed.

3. Annual Review

Carry out responsibilities as designated.

I. Bus Drivers

1. Preparation of Staff

The bus drivers should be aware of district disaster procedures as provided by the Ferndale School District transportation department.

2. Emergency and Evacuation Procedures

- a. On the school bus
 - i. Drivers should immediately stop the bus away from hazards.
 - ii. If flying debris is in the air, students should get down below window level.
 - iii. If on the way to school, continue to school; if on the way delivering students home, continue to do so.
 - iv. If conditions do not permit such continuation, send message to dispatcher and wait for assistance.

3. Annual Review

Carry out responsibilities as designated.

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J. PTO Participation

1. Preparation of Parents

The PTO president should:

- a. Appoint a representative to serve on the Disaster Preparedness Committee;
- b. Throughout the year, keep informed of the implementation of this plan through the PTO representative;
- c. In April receive the report from the safety committee on disaster supplies needed for the following year for which PTO funding is requested;
- d. See that all pertinent information relating to disaster preparedness is passed on to the succeeding president.

2. Assistants to teachers

- a. To provide each school a group of parents whose informal agreement is to report to the school disaster center following a major disaster for assignment to assist teachers;
- b. To be comprised of a number of at least twice that of the teaching staff.

3. Satellite Homes

- a. to provide shelter for those students who remain at school unclaimed by authorized adult following a serious disaster;
- b. to be provided by a minimum of six volunteer households in close proximity to each school;
- c. To be provided by families who will:
 - i. Agree to take in four or five students

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- ii. Accept students following a disaster for as much as several days
- iii. Consider keeping extra supplies of food and water on hand.

4. Annual Review

Carry out responsibilities as designated.

K. Community

1. Preparation of Parents and the Community at large

a. Communication of District/Community Plan should:

- i. Be provided by individual schools at a regularly scheduled PTO meeting in the fall of each school year, and at least once every three years thereafter. This information will also be sent home annually with each student.
- ii. Include preparedness procedures.
- iii. Be used to recruit volunteers, homes, skills and disaster supplies and equipment.
- iv. Encourage development of home and neighborhood preparedness in cooperation with office of Emergency Management.
- v. Urge parents and other adults in the community to take first aid and CPR training.

2. Preparation of the Surrounding Community to assist the Schools (Plan improvement option--individual buildings may elect to implement the following)

a. Search and Rescue Volunteers

- i. To provide each school a minimum of six volunteers.

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- ii. Volunteers to make first commitment after a severe disaster to proceed immediately to school and participate in search and rescue operations.
 - such volunteers to be those whose daily occupations are near school
 - such volunteers to have affirmed with their associates their intent to serve the school immediately following a disaster
 - such volunteers to be familiarized with school buildings and equipment.
- b. Satellite Homes
 - i. To provide shelter for those students who remain at school unclaimed by authorized adult following a serious disaster.
 - ii. To be provided by a minimum of six volunteer households in close proximity to each school.
 - iii. To be provided by families who will:
 - agree to take in four or five students
 - accept students following a disaster for as much as several days
 - consider keeping extra supplies of food and water on hand.
- c. Persons with Special Skills or Equipment
 - i. To provide the school with a group of persons whose resources in skills on equipment might be used in the event of an emergency.
 - skilled volunteers might include doctors, nurses, paraprofessionals, psychologists, those trained in first aid and/or CPR, engineers, handy persons, licensed CB radio operators
 - volunteers with equipment might include those with chain saws, towing equipment, recreational vehicles with generators.
 - ii. to be a provisional agreement only.
- d. Home Storage of Extra Supplies

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- i. To provide nearby homes for storage of extra blankets, water and other items for emergency use. (to be expanded if satellite home plan is not used)
- e. Local Restaurants
 - i. to be contacted regarding the possibility of their donating food to the school in the event of a wide-spread disaster.
- f. Recruitment
 - i. All of the above community volunteers to be recruited by personal contact or school notice.
 - ii. All volunteers to be spoken with in person or sent written communication to affirm level of commitment and anticipated tasks in an emergency.

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