

New Jersey School Boards  
Association  
Insurance Group



Safety Assessment  
Manual

Revised November 2006

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## Introduction to Organizing the Safety Function



Managing safety is like managing most functions – it makes good sense to first organize the effort in order to thoroughly and efficiently manage the job. We should define the content, size and scope of boundaries of the function before beginning the physical work involved in accomplishing the task.

There are many sources to consult on the requirements or guidelines for the content of a safety system and many of these are in the form of government regulations. Other suggested material may be “best practices” which *should* be done or followed. The best safety systems are those which do not stop with obeying regulations. They reduce risk without limit.

It is necessary to approach safety as a system of related subjects with various parts in common and drawing on shared resources. It is possible to go from one task to the other as the need arises. A good safety system integrates work and allows for planning and the efficient assignment of work.

We at the NJSBAIG advocate the use of a safety management system, which is based on a system, which was used for many years in industry. It also shares many similarities with *OSHA Guidelines for Safety Management*. The NJSBAIG system has been modified to encompass school-related topics. It is a system that is still developing and will continue to change as regulations change and as technical advancements occur or simply when new ideas are presented.

The NJSBAIG divides the scope of necessary management activities into the following elements:

Management Leadership  
Employee Involvement  
Hazard Identification  
Hazard Prevention

Training & Information  
Evaluation of System  
Emergency Response  
Other Loss Control

Each of these elements in turn is comprised of individual topics, which are related to one another. For instance, the Management Leadership element of the Group’s system contains four topics all of which are concerned with the fundamental mechanics of running the system. These topics are defined and reviewed in the Group’s Safety Assessment Manual.

Each of the other elements includes the topics that we found most appropriate for public schools. Each topic is defined in the Safety Assessment Manual with pertinent background information.

## **A. MANAGEMENT LEADERSHIP**

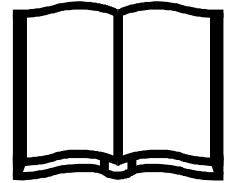
### **A1. Safety Manual**

A school district safety manual should be a compendium of all the safety and emergency related procedures the district has adopted. Below is listed a typical table of contents for a school district safety manual.

*Sample*

#### **School District Safety Manual**

#### **Table of Contents**



1. District Safety Policy
2. Safety Committee Organization/Membership
3. Safety Coordinator Job Description
4. Accident Reporting Procedure/Forms
5. Accident Investigation Procedure/Forms
6. Inspections
7. Employee Training
  - Right-To-Know (RTK)
  - Bloodborne Pathogens
  - Lock out/Tag out
  - Confined Spaces
  - Personal Protective Equipment (PPE)
8. Emergency Procedures
  - Evacuation
  - Crisis Management
  - Bomb Threat
9. Safety Rules/Procedures
10. Student Safety

## **A2. School Board Policy**

For any program to be effective, it must have the complete and enthusiastic backing of the top administrators of the school district. The administration must show a concern for accident prevention and for the safety and well being of the employees. This can best be done through a Statement of Policy, prepared on School District letterhead, under the signature of the most senior administrative person possible, outlining their intent to eliminate accidents and the waste caused by accidents.

Following is a sample policy statement, which can be used verbatim, or as a guide in preparing your own.

### **School Board Safety Policy**

It is our goal to provide a safe and healthful environment for everyone that utilizes the district's facilities. This includes employees, students, and visitors to our district.

Providing a safe environment goes beyond the obvious of properly maintaining buildings and grounds. A safe environment entails the attitude of the people occupying that environment. Therefore, we believe that safety is an attitude, which must be cultivated and reinforced.

To achieve our goal the (Fill in the Coordinator's title) will be named as the District Safety Coordinator. It will be his/her responsibility to establish and implement a continuing effective safety program. The district goal is to eliminate lost time accidents.

The program must involve all employees and students of the district. Employees should be involved through monthly meetings. Students should be involved through classroom instruction by the appropriate educators.

The District Safety Coordinator will specifically define the program. However, these points must be covered:

1. Accident investigation and accident trend analysis.
2. Safety themes identified for use at monthly meetings.
3. Remediation of hazards.
4. Modification to improper work methods.
5. Safety guidelines and specific rules for each area of each building in the district.
6. Proper PEOSH-300 log maintenance.

Each employee and student will be responsible for obeying the safety rules established. Disregard of these rules will automatically cause a progressive disciplinary system to be enforced, which ultimately could lead to termination from the district.



### **A3. District Safety Coordinator**

In order to regulate the Safety Program and to monitor its effectiveness in recognizing and correcting injury sources, one person is designated as the District Safety Coordinator. The most senior administrative official practical should be named. The Superintendent of Schools or Business Official are the primary candidates. If a District Safety Coordinator other than the Superintendent or Business Official is chosen, then he/she should report directly to the Superintendent or Business Official.

The Coordinator's primary responsibility is to ensure that persons responsible for implementing the safety procedures described in the following sections have done so in a conscientious and constructive manner.

By accumulating the data generated by accident investigation, safety inspection and PEOSH 300 Log, the Coordinator can monitor the Safety Program's effectiveness in producing positive suggestions for preventing injury. Systematic abatement of unsafe conditions or unsafe actions noted during safety inspections or accident investigations will help prevent accidents in the future.

The Coordinator also serves as a focal point for any information, which could affect the safety and health of employees or students, and provides a medium through which the Safety Program is improved. The items outlined in the sample safety policy in the preceding section should be the responsibility of the safety coordinator.

## **THE ROLE OF THE SAFETY COORDINATOR**

The fundamental and most important element of a safety system is the **coordinator**. For a small district, this can be a part-time job. For a large district, this job may begin as a part-time position, but can quickly become a full-time job. In either case, the coordinator needs the enthusiastic backing of the top administrative personnel in the school district. The coordinator must be perceived as fulfilling a function that is important to the district.

As with any assignment, the backing of those in authority is necessary to fulfill the responsibilities of the safety coordinator. Those responsibilities include but are not limited to:

1. Ensuring that the district is meeting all regulatory requirements.
2. Establishing a safety organization.
3. Providing safety training and facilitating monthly safety contacts for all employees.
4. Coordinating the remediation of hazards.
5. Identifying loss trends so corrective action can be taken.

What should a newly appointed coordinator tackle first? Unless there is an urgent project or event such as an upcoming inspection, we suggest making a thorough, impartial assessment of the current safety status of your district. This might entail a review of prior years' accident reports, OSHA logs, workers' compensation payments, and property inspections.

If there is an existing safety organization, records of meetings and reports may be useful. The NJSBAIG self-audit can be an excellent reference when appraising your district's safety status.

When it comes to implementing a safety system, we encourage our members to seek our help. The Group's Loss Control Department can be a valuable resource. Because of our experience with other school districts, we can provide useful ideas concerning the implementation of a safety system. Our loss control staff will be happy to provide suggestions, guidance, and encouragement. Please do not hesitate to call us at (609) 386-6060.

## **JOB DESCRIPTION**

### **District Safety Coordinator**

1. Maintain and improve existing Safety Program
2. Audit conformance with School Board Policy
3. Provide agenda, minutes and follow up for monthly District Level Safety Meeting
4. Provide meeting materials and confirm Staff Level Safety Meetings.
5. Provide in-service training on special topics
6. Provide new employee safety training
7. Maintain and improve Safety manual
8. Provide required annual training
9. Maintain PEOSH Log at each school and central location
10. Oversee accident reporting and investigation
11. Participate in Light-Duty Program coordination
12. Maintain and improve emergency plans
13. Coordinate emergency plans with local civil authorities
14. Advise on Non-Routine Activity Planning
15. Inspect, review inspections done by others and provide follow up
16. Recommend personal protective equipment and provide instruction on use



#### **A4. Safety Committee**

The Safety Committee should be made up of the Safety Coordinator and a cross section of certified and non-certified administrative staff. Some examples would be building principals, service department supervisors/managers and union representatives. Safety committee members must actively participate and make this participation the highest priority. An active, fully participating safety committee sends a positive message to the employees of the school district.

The function of this committee is listed below.

1. Identify appropriate safety topic themes for monthly meetings.
2. Insure district resources are being properly utilized in order to correct hazardous conditions in a timely manner.
3. Provide a formal response to all suggestions.
4. Insure similar hazardous conditions in all areas within the district are being identified and rectified.
5. A monthly review of lost time accidents and all relevant safety statistics in order to identify trends and conditions within the district.
6. Revise the school Safety Program, when necessary, to meet the changing needs as revealed by accident data gathered.
7. Provide guidance to the district with respect to the safety aspect of all capital expenditures and safety equipment purchases.

## **B. EMPLOYEE INVOLVEMENT**

### **B1. Safety Awareness**

It is important to communicate safety as a life issue to all the district's employees.

Everyone should agree that participating in working and non-working activities injury free is a priority to enjoying everyday life. However, like many other things in our society, safety has become a take-it-for-granted issue.

Safety awareness must be learned in order to move it from a take-it-for-granted issue to something that is seriously considered in our everyday lives. A safety conscious individual considers the ramifications of his actions before the action is taken. It is this awareness either conscious or learned that keeps us safe.

Therefore, a gentle reminder about the importance of safety helps to maintain a safety aware workforce. Utilizing the monthly safety themes provided in the NJSBAIG *SafetyNet* in conjunction with other safety related training will help keep safety as a high priority for everyone in the workforce.

A safety conscious workforce will help reduce the frequency and severity of accidents in your school district. This reduction will save the district money spent in the area of insurance, substitute employees, and lost time wages. This saved money can be better spent educating students instead of rehabilitating injured employees.



### **Monthly Safety Themes**

You may have noticed that the *SafetyNet* monthly safety theme does not always address work-related topics. This is done intentionally.

An individual who constantly hears about job safety issues may tune out the message. However, if safety as a life issue is raised, the safety message remains strong.

For example, a safety theme concerning a topic that affects someone's personal life may make a lasting impression. That impression will reinforce a positive attitude toward safety as a life issue instead of simply a work-related issue.

At that point, the individual has become a safety conscious *person* as opposed to a safety conscious worker. It is our belief that a safety conscious person will not only be safer at work, but will be safer in all aspects of life. The goal of safety is to prevent accidents and injuries to our employees. It really doesn't matter where someone sustains a serious injury. Pain, suffering, economic loss, and the potential inability to do the things we enjoy are the possible end result.

## **C. HAZARD IDENTIFICATION**

### **C1. Loss Run Review**

A loss run is a listing of claims, which have been reported to the NJSBAIG. This claims listing can provide information concerning trends, which may need to be addressed as part of your safety program.

The minimum amount of attention would be to verify that there have been no claims assigned to your district that actually occurred at another school district.

The safety coordinator should review the information for accident trend identification and follow-up with NJSBAIG claim staff with questions. Each building principal or department manager should review the information also. Possibly someone with more intimate knowledge of their area of responsibility will see something that the safety coordinator does not.

A comparison between areas (building vs. building) or time periods (98-99 school year vs. 99/00 school year) may show a trend that needs to be addressed. In addition a comparison to other NJSBAIG members may give an indication of frequency or severity problems.

In addition, NJSBAIG members receive a repeat claimant report which summarizes claimants that have multiple accidents within a short period of time. This information should all be reviewed to determine problems with specific employees.

### **Quarterly Claims Summary**

Attached is a map of the Quarterly Claims Summary. This report is mailed to each NJSBAIG member district four times per year (April 30, July 30, October 31 and January 30).

This exploded view of the Quarterly Claims Summary shows each field and gives an explanation for that field.

This map of the report should help you in reviewing your district's claim information.

**Quarterly Claims Summary**

Quarterly Claims Summary											
				(1) Med/BI/Comp	(2) Expense	(3) Ind/Pd/Coll	(4) Subrogation Recovery	(5) Reinsurance Recovery	(6) Legal	(7) Rehab/Pmp/Pip Adj Exp	(8) Total
(9) Claim Number	(10) Claimant Name	(11) Cov	(12) Incurred	(13) Incurred	(14) Incurred	(15) Incurred	(16) Incurred	(17) Incurred	(18) Incurred	(19) Incurred	
(20) Location	(21) Loss Date	(22) Rpt Date	(23) Status	(24) Paid	(25) Paid	(26) Paid	(27) Paid	(28) Paid	(29) Paid	(30) Paid	(31) Paid
(32) Description of Loss				(33) Out Rsv	(34) Out Rsv	(35) Out Rsv	(36) Out Rsv	(37) Out Rsv	(38) Out Rsv	(39) Out Rsv	(40) Out Rsv

## Claims Summary Explanation

- 1. Med/BI/Comp**      These abbreviations stand for Medical/Bodily Injury/Comprehensive. For a workers' compensation claim, the medical money is put in this column. For auto liability and general liability claims, the money associated with bodily injury is put in this column. For an auto physical damage claim, the money associated with comprehensive is put in this column. For Bodily Injury and Umbrella claims, the money associated with bodily injury is put in this column.
- 2. Expense**      The amount of money associated with independent adjusters, expert reports, police reports and appraiser fees. Outside adjuster fees for property and crime are **not** included in this column.
- 3. Ind/Pd/Coll**      These abbreviations stand for Indemnity, Property Damage and Collision. For a workers' compensation claim, the money associated with lost work time (indemnity) is put in this column. For general liability, auto liability and property claims, the money associated with property damage is put into this column. For auto physical damage claims, collision costs are put into this column. For E & O claims, the first party indemnity costs are also included in this column.
- 4. Subrogation Recovery**      This column shows what we have recovered from sources other than our reinsurance. An example would be contractors or others that have contributed to the loss other than the insured.
- 5. Reinsurance Recovery**      This column shows what we have recovered from our reinsurance companies.
- 6. Legal**      This column shows the cost for defense attorneys and related legal bills. It does not include claimant attorney fees for workers' compensation claims.
- 7. Rehab/Pmp/Pip Adj Exp**      These abbreviations stand for Rehabilitation/Premises Medical Payments/Personal Injury Protection/Adjuster expense. For a workers' compensation claim, the rehabilitation costs get put in this column. For a general liability claim, the premises medical payments get put in this column. For an auto liability claim the personal injury protection costs get put in this column. For property or crime claims any outside adjuster or appraiser expenses get put in this column.
- 8. Total**      This is the total amount of money paid and reserved to be paid for the claim.

- 9. Claim Number** This is the NJSBAIG number that identifies the claim. The letter at the end of the claim number identifies the person handling the claim.
- 10. Claimant's Name** This is the name of the person or entity that alleges some type of injury.
- 11. Cov** This is short for Coverage code. It is the numeric code assigned to the coverage type associated with the claim. (Example: 10 = workers' compensation lost time claim.)
- 12. Incurred** This is the total paid and reserved for the Med/BI/Comp column.
- 13. Incurred** This is the total paid and reserved for the Expense column.
- 14. Incurred** This is the total paid and reserved for the Ind/Pd/Coll column.
- 15. Incurred** This is the total paid and reserved for the Subrogation Recovery column.
- 16. Incurred** This is the total paid and reserved for the Reinsurance Recovery column.
- 17. Incurred** This is the total paid and reserved for the Legal column.
- 18. Incurred** This is the total paid and reserved for the Rehab/Pmp/Pip Adj Exp column.
- 19. Incurred** This is the total paid and reserved for the Total column.
- 20. Location** This is the location of the accident/event. If we know the school location within the district it shows here.
- 21. Loss Date** The date that the event or accident occurred.
- 22. Rpt Date** The date that the event or accident was reported to the NJSBAIG.
- 23. Status** O = open - Claim is currently open.  
Reopen - Claim has been reopened.  
A date (11/17/99) The claim was closed on that date.
- 24. Paid** This is the paid amount for the Med/BI/Comp column.
- 25. Paid** This is the paid amount for the Expense column.
- 26. Paid** This is the paid amount for the Ind/Pd/Coll column.

- 27. Paid** This is the paid amount for the Subrogation Recovery column.
- 28. Paid** This is the paid amount for the Reinsurance Recovery column.
- 29. Paid** This is the paid amount for the Legal column.
- 30. Paid** This is the paid amount for the Rehab/Pmp/Pip Adj Exp column.
- 31. Paid** This is the paid amount for the Total column.
- 32. Description of Loss** Narrative description of accident/event.
- 33. Out Rsv** This is the additional amount the NJSBAIG claim handler estimates will be spent in the Med/BI/Comp area to settle the claim.
- 34. Out Rsv** This is the additional amount the NJSBAIG claim handler estimates will be spent in the Expense area to settle the claim.
- 35. Out Rsv** This is the additional amount the NJSBAIG claim handler estimates will be spent in the Ind/Pd/Coll area to settle the claim.
- 36. Out Rsv** This is the additional amount the NJSBAIG claim handler estimates will be spent in the Subrogation Recovery area to settle the claim.
- 37. Out Rsv** This is the additional amount the NJSBAIG claim handler estimates will be spent in the Reinsurance Recovery area to settle the claim.
- 38. Out Rsv** This is the additional amount the NJSBAIG claim handler estimates will be spent in the Legal area to settle the claim.
- 39. Out Rsv** This is the additional amount the NJSBAIG claim handler estimates will be spent in the Rehab/Pmp/Pip Adj Exp area to settle the claim.
- 40. Out Rsv** This is the additional amount the NJSBAIG claim handler estimates will be spent in the Total area to settle the claim.

## C2. Self Inspection



The key to a good Safety Program in your schools is the safety awareness of the educators and staff. Each individual must participate in the Program in order to maintain a safety-first attitude.

One of the best ways to involve each individual is through a program of monthly self-inspections. This means that each department or area is responsible for inspecting and correcting the problems observed in their own areas.

The purpose of these inspections is to identify unsafe conditions or work practices before an accident occurs. Attached are general guidelines for completing the inspections.

The typical inspection team will consist of not fewer than two and not more than four members. At least one member should be permanent, (assigned for one full school year), so that some continuity and stability is inherent to the inspection process. The remaining members of the department or area should be rotated through the team. People from other departments should also be rotated through the team in order to bring fresh ideas into your area.

The inspections should be formally documented. Documentation should include the participants, specific areas of inspection and recommendations. The department head and principal/service department manager should review the inspection, take immediate corrective action as required and provide feedback with respect to the feasibility of all recommendations. (Note: When possible, the inspection process should include the elimination of any potential risk situations by team members.)

The *"Safe Schools: a health and safety check"* book is a good guide to develop a thorough inspection for each area of the school. Contact the NJSBA Insurance Group Loss Control Manager if this book is not available within your district. (See next page for info.)

### **How to Make the General Inspection:**

When performing safety inspections, it would be helpful to keep in mind a number of key points which experience has established as useful:

1. Look for off-the-floor and out-of-the-way items. Without endangering yourself or anyone else, make sure that you get the "big picture" of the whole area. It is usually items that are off the beaten track that cause problems.
2. Systematically cover the area. Allot yourself a certain amount of time to do the job. In order to cover everything in a methodical and thorough manner, it might be worth walking through the area for a "once-over-lightly" view, to decide on the best path for a proper and complete inspection.
3. Describe and locate each item clearly. Much time is wasted answering questions and revisiting areas after an inspection report is submitted because descriptions of items or their locations were not clear and accurate.

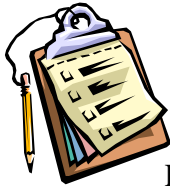
Use established names and wall or column markings, if available, to pinpoint locations. When in doubt, ask someone; whatever you do, don't rely on memory.

4. Follow-up urgent items immediately. When anything is discovered that represents a serious risk or potential danger, take action immediately. If it is the supervisor's own area, there are usually many temporary immediate measures that can be taken to reduce the risk until more suitable permanent correction can be instituted, i.e., placing an improvised guardrail around an open pit, or blocking off an area around a spill. Supervisors from other areas will usually receive a grateful response when reporting items needing emergency attention to the concerned department.

### **Monthly Inspection Guide**

It would be impossible to list every area or high-risk situation that needs attention in every school district. Therefore, a summary of the most common areas that need monthly attention is attached.

This format can easily be used for summarizing the monthly inspections performed at your schools. It is not necessary to summarize each department or area inspection. However, the Safety Coordinator may require this type of summary from each school in order to more quickly review the information.



### **Safe Schools: A Health and Safety Check**

This is a manual of checklists covering environmental, health and safety regulations for New Jersey Public Schools. It is available through the Environmental and Occupational Health Sciences Institute, Public Education and Risk Communication Division, Resource Center (EOHSI). To order a copy of this manual, call 732-235-9450 or online at [www.eohsi.rutgers.edu/cet](http://www.eohsi.rutgers.edu/cet).

## SCHOOL MONTHLY SELF-INSPECTION GUIDE LIST

School \_\_\_\_\_ Date \_\_\_\_\_  
 Inspectors \_\_\_\_\_

For any "No" answers give question number and room number or area name and description of inadequacy found under comments:

READ ALL QUESTIONS BEFORE STARTING YOUR TOUR.

- |     |  |       |      |
|-----|--|-------|------|
| 1.  | Do all exit doors open easily and close properly?  | Yes " | No " |
| 2.  | Are all doors free of chains, padlocks, deadbolts, etc.?   | Yes " | No " |
| 3.  | Are exit sign lights working?  | Yes " | No " |
| 4.  | Do all emergency lighting units work?  | Yes " | No " |
| 5.  | In case of an emergency generator, is the generator log completed and generator run weekly?                        | Yes " | No " |
| 6.  | Are all walking surfaces flat and even and floor tiles in good condition?  | Yes " | No " |
| 7.  | Are non-skid strips in place on ramps?   | Yes " | No " |
| 8.  | Are rugs or weather mats in place at entrances?  | Yes " | No " |
| 9.  | Are the halls, corridors, or stairwells free of storage?   | Yes " | No " |
| 10. | Are all classroom exit diagrams in place?  | Yes " | No " |
| 11. | Fire extinguishers:  |       |      |
|     | a) Gauge in green?   | Yes " | No " |
|     | b) Hose unobstructed?  | Yes " | No " |
|     | c) Date and initial tag, monthly?  | Yes " | No " |
|     | d) Pin in place?   | Yes " | No " |
| 12. | Are storage racks and shelving secured to the wall?  | Yes " | No " |
| 13. | Is storage no closer than 24 inches below the ceiling?   | Yes " | No " |
| 14. | Stairs:  |       |      |
|     | a) Handrails secure?   | Yes " | No " |
|     | b) Have worn steps or non-skid strips been replaced?   | Yes " | No " |
| 15. | Do electric outlets and light switches have plate covers?<br>GFIC where outlets are within 6 feet of water source. | Yes " | No " |
| 16. | Is there minimal and safe use of extension cords?  | Yes " | No " |
| 17. | Are the stairtower and other smoke doors closed and their automatic closers operative?                             | Yes " | No " |
| 18. | Are all areas illuminated satisfactorily? (classrooms, corridors, stairs)  | Yes " | No " |
| 19. | Has all broken or cracked glass been repaired or replaced?   | Yes " | No " |
| 20. | Is good housekeeping practiced in all areas? (closets, storage, boiler room)                                       | Yes " | No " |

- |     |   |       |      |
|-----|---|-------|------|
| 21. | Have all excessive overhead decorations been removed?   | Yes " | No " |
| 22. | Is trash and cardboard recycle stored away from the building?   | Yes " | No " |
| 23. | Is playground equipment free of sharp edges, exposed bolts and have all footings been covered? Fall surfacing is raked and appropriate depth. | Yes " | No " |
| 24. | Are sidewalks and asphalt play areas flat, even, and in good condition?   | Yes " | No " |
| 25. | Labs - Are the following in place?  |       |      |
|     | a) Two 10-lb. BC rated fire extinguishers (inspect same as hall units)?   | Yes " | No " |
|     | b) Eye protection and protection sanitizer?   | Yes " | No " |
|     | c) Emergency eyewash station and emergency shower?  | Yes " | No " |
|     | d) Right-to-Know labeling   | Yes " | No " |
|     | e) Flammable liquid cabinets and safety cans in use?  | Yes " | No " |
|     | f) Emergency gas shut-off switches?   | Yes " | No " |
| 26. | Wood shop - Are the following in place?   |       |      |
|     | a) Two 10-lb. ABC rated fire extinguishers (inspect same as hall units)?  | Yes " | No " |
|     | b) Eye protection and protection sanitizer?   | Yes " | No " |
|     | c) Emergency eyewash station?   | Yes " | No " |
|     | d) Machines secured to floor or table top?  | Yes " | No " |
|     | e) Machine guards in place?   | Yes " | No " |
|     | f) Flammable liquid cabinets and safety cans in use?  | Yes " | No " |
|     | g) Dust collection system operative and unclogged?  | Yes " | No " |
|     | h) Emergency shut-off switches provided around room and highlighted for quick identification?   | Yes " | No " |
|     | i) Sprinkler heads unobstructed?  | Yes " | No " |

Comments:

### **C3. PEOSH – 300 Log**

By law each public employer in the State of New Jersey is required to maintain the PEOSH 300 Log. This is a record of all employees that require medical treatment as defined by the legislation.



In the attached appendix are the Public Employees Occupational Safety and Health Record Keeping Guidelines. We can help you interpret these instructions and train your staff members to maintain the required records.

#### **Regulatory Requirements**

1. The log must be kept separate for each establishment (building).
2. The log must be maintained on a calendar year basis.
3. The log must be posted in each establishment during the month of February, March and April for the previous year. Directions for posting are on the form. Personnel information should not be posted.
4. The log for each establishment must be available in that establishment.
5. The requirements to record an injury in the log are defined in the guidelines. It is a requirement to record illnesses as well as deaths.

## **D. HAZARD PREVENTION**

### **D1. Engineering Control**

Workforce exposure to all current and potential hazards should be prevented or controlled by using engineering controls wherever feasible. Engineering controls are equipment designs or hazard repairs, which protect your employees from the hazard.

Some good examples may be an equipment guard or electrical panel lock. Both of these would protect your employees from the hazard utilizing a physical separation.

In a school setting the repairs made to physical facilities that reduce the chance of an injury would be considered an engineering control. Therefore, the remediation of hazards as a result of a physical facility inspection is an important part of engineering controls.

A method of following up on recommended corrective actions such as a work order system is essential to ensure engineering controls and hazard remediation are completed in a timely manner. In addition, the review of equipment purchases from the standpoint of appropriate mechanical guards or state of the art electrical lockouts is an important function of engineering controls.

### **D2. Administrative Controls**

Administrative controls are procedures, work methods, instructions, memos or signs that warn your employees of potential hazards. For instance you cannot completely separate your employees from a wet floor area so a sign is placed on the wet area warning them of the hazard.



Another example might be a procedure that requires a job to be done in a certain manner. An example of this may be to require staff to get a step stool or ladder when putting up high decorations in a classroom. The administrative procedure is to obtain the ladder. However, there is nothing that physically separates the act of standing on something else other than the procedure.

The use of personal protective equipment for certain jobs is a classic example of administrative controls, which should be defined specifically for certain jobs. The job method or procedure should be reviewed for each job PPE is required. Work methods and the type of PPE required should be documented. Training specific to the job and use of PPE should be scheduled at least yearly. (See next page.)

These types of administrative controls should be included as part of job hazard analysis. Operating procedures should be issued for each job or work area with the administrative controls specified.



### **D3. Personal Protective Equipment (PPE)**

The first step in any personal protective equipment program is a hazard assessment of each job. The hazard assessment deals with the entire job and not just those parts dealing with protecting the worker from chemical hazards.

Personal protective equipment should not be used as a substitute for engineering controls. All other means of protecting the worker should be utilized prior to requiring personal protective equipment. In other words, an engineering control should always be implemented in lieu of utilizing PPE to protect a worker.

Each job that brings employees in contact with potentially hazardous situations should be evaluated to determine if PPE is required to protect the employee from the hazard. This evaluation should be made for each job performed within your school district.

PPE required by this evaluation should be documented for each job. Training for each job should include the proper usage of PPE. The training should also be documented.

### **D4. Accident Reporting**

Below is a set of guidelines, which should be used when developing your district's accident reporting procedure.

The procedure should be in writing and reviewed yearly with all employees. It should also become part of a safety manual or other standard operating procedure manual.

#### **Guidelines For Developing An Accident Reporting Procedure:**

1. Report accident to school nurse, your supervisor or other designated contact person before you leave from work the day it occurs.
  - a. Workers' Compensation law gives a 90 day period to report. A special 48 hour hernia rule is the exception.
  - b. The longer the report is delayed, the more questionable the report becomes.
  - c. A lengthy delay puts other employees in danger of having the same accident because corrective action cannot be taken until the district is aware of the hazardous condition or unsafe work method.
  - d. A lengthy delay increases the probability of a lengthy and incomplete recovery due to the elapsed time to get appropriate medical attention.
  - e. A lengthy delay makes accident investigation very difficult due to fading memories and changing physical conditions.

2. All non-emergency medical situations must be treated by a managed care physician. All injuries should be reported to the NJSBAIG managed care contact. There are several managed care companies used by the New Jersey School Boards Association Insurance Group. **You must know which one your district is using.** The phone numbers listed below will access the network assigned to your district.
  - a. **Managed Care Plus** (Consolidated Services Group) 1-877-568-2273 (CARE).
  - b. **Qualcare** 1-800-425-3222.

**The workers' compensation act in 34:15-15, states that the employer has the right to designate the treating physician.**

3. All emergency medical situations should be dealt with in the most expeditious and appropriate manner. Send injured employee to the nearest hospital. Some examples of emergency situations are listed under Is It Really An Emergency. Serious accidents/injuries should be telephoned in to the NJSBAIG Claims Department representative as soon as possible. See below for examples of serious injuries. 1-888-NJPOOL1
4. **All deaths or accidents resulting in three or more people requiring in-patient hospitalizations must be reported immediately to the New Jersey Department of Labor, Office of Public Employee Safety, 1-800-624-1644.**

On May 5, 2003, New Jersey amended its Recording and Reporting Occupational Injuries & Illnesses Regulations to reflect the Federal OSHA Standard. This regulation was adopted by reference upon publication in the New Jersey Register on May 5, 2003, Volume 35, Number 9, Beginning on N.J.R. 1920.

The oral report 24 hour hotline number is **1-800-624-1644** and the written Employer's First Report of Accidental Injury or Occupational Disease must be faxed to the Office of Public Employees Safety at the 24 hour fax line number which is **1-609-292-4409**.

The NJSBAIG will **not** be able to meet this deadline. Please forward the first report directly to the fax hotline.

The alert states that **“Public Sector Employers will be subject to an initial penalty of \$250 per day for each violation of these mandatory requirements.”** Also, “any employer who willfully or repeatedly violates the requirements of the Public Employees’ Occupational Safety and Health Act shall be assessed a civil administrative penalty of up to \$70,000 for each violation pursuant to N.J.S.A. 34:6A-41d.

For additional information on Public Employee Safety and Health contact:

*Safety Issues, Recordkeeping,  
Discrimination Complaints and  
Administration:*

New Jersey Department of Labor  
Office of PEOSH  
P. O. Box 386  
Trenton, NJ 08625-0386  
609-292-0767 or 800-624-1644

*Health Issues:*

New Jersey Department of Health and  
Senior Services  
PEOSH Program  
P. O. Box 360  
Trenton, NJ 08625-0360  
609-984-1863

## IS IT REALLY AN EMERGENCY?

Did you know that the treatment of an injured employee at a hospital emergency room can cost dramatically more than treatment received at other medical facilities? Just imagine what the total incremental cost to your insurance group would be if all non-emergency cases were handled at the local emergency room. Let's all work together to contain this segment of our medical costs. Below is a list of what doctors generally consider emergencies. This list may not be all inclusive, but it certainly sets the parameters for emergencies.

- Severe chest pain
- Difficulty breathing or shortness of breath
- Severe abdominal pain
- Slurring or loss of speech
- Convulsions
- Unconsciousness
- Uncontrollable bleeding
- Bullet or stab wounds
- Broken bones
- Head injuries
- Eye injuries, sudden loss of vision, or foreign substances in eyes
- Insect stings that cause shortness of breath
- Poisoning/drug overdose
- Choking
- Smoke/fume inhalation
- Snake or animal bites
- Heat stroke/dehydration
- Hypothermia
- Temperature over 103° F
- Prolonged vomiting/diarrhea

### D5. Accident Investigation

Accidents are unplanned events that can lead to personal injury or property damage. The study of these unplanned events or near accident causes is important in order to determine methods to prevent their recurrence.



An integral part of any safety and loss control program includes the prompt investigation of all accidents to determine the causes and develop corrective action. The assignment of this task is best made to the injured employee's direct supervisor. In the event that person is unavailable, the next person in the chain of command should assume the responsibility.

The importance of timely and thorough investigation is essential to the process of identifying the contributing causes leading to the accident event. It is the identification of these causes which is necessary to develop corrective action plans. From that point, the responsibility for implementation of the corrective action should be assigned to one individual that has the authority to complete the project. Periodic follow up by senior level administration officials is necessary to ensure completion.

Usually the most difficult part of that procedure is the identification of the unsafe acts or conditions that lead to the accident. The best method to accomplish the identification of these items is listed below:

1. Interview accident victim.
2. Interview witnesses.

3. Interview others that typically perform the task being done when the accident occurred.
4. Review the written job task procedures if available and appropriate.
5. Observe the accident scene.

Many times, the interview of the accident victim is the best and only source of information available to describe the events leading up to the incident. This process must be approached very carefully in order to build a relationship of cooperation. In many cases, the injured employee will not feel comfortable cooperating with the investigator and the investigator must work very hard at alleviating these concerns. The previous relationship the individuals shared will be indicative of the cooperation the investigator can expect to encounter.

The following is the five step interview process you should follow:

1. Reassure the employee that the purpose of the investigation is not to assign blame. The actual purpose is to identify the accident causes so that corrective action can be taken in order to eliminate a recurrence of the same event.
2. Ask the injured employee for his complete version. Do not interrupt this initial story and do not take notes while he is speaking.
3. Follow up with questions to fill in the gaps of the story.
4. Check your understanding of the story by repeating it back to the employee.
5. Ask for input and discuss ways in which this type of incident could be avoided in the future.

Some other tips to follow during this part of the investigation:

1. The interview should be conducted as circumstances permit. This means after medical treatment has been provided and/or after recovery of emotional upset.
2. Investigate the accident within 24 hours of the event. This is important in order to collect everyone's best recollection of the circumstances that lead to the accident. Also, the accident scene inspection becomes ineffective once the physical surroundings have been altered.

The next step in the investigation is talking to all potential witnesses, which include everyone in the accident site vicinity. In addition, this portion should include interviewing those people that normally perform the function the injured employee was attempting at the time of the accident. These people are very important, as they present your best chance to verify or fill in the account given by the injured employee. Even if they didn't actually observe the accident, they may be able to clarify the circumstance leading up to and immediately after the event.

The following tips should be followed:

1. Interview each potential witness separately.
2. Reassure each person about the purpose of the investigation.
3. Get the witness' version with a minimum of interruption. Do not write while the story is being told.
4. Direct specific questions to clarify and fill in the information gap after the person has finished making the statement.
5. Summarize your understanding of this account by repeating the statement back to the witness.
6. Do not badger or give witnesses a hard time. This will lead to an uncooperative witness.
7. Handle all discrepancies with tact. Clarify statements without referring to another witness or the injured employee.
8. Make the witness feel he is a partner in an investigation, which will lead to a safer work environment.
9. Encourage them to give their ideas for preventing the accident in the future.

A report should be prepared after each witness and the accident victim has been interviewed and the accident scene investigated. The report should include the statements from everyone interviewed just as they were presented to you. If follow up is still necessary to clarify your understanding, remain objective and avoid the perception of being a harassing investigator.

This report should include a recommendation, which would eliminate or greatly reduce the chance of the accident recurring. In some cases, this recommendation may be the need to inform or educate your employees. In other cases, work method changes or physical site improvements may be necessary. The important point to be made is that someone is assigned the task and given the authority to complete the corrective action. The district safety coordinator is responsible to ensure the corrective action has been completed.

If this procedure is followed, several positive things occur:

1. Future accidents of a similar nature will be avoided. Along with this goes the pain and suffering of accident victims and the economic loss to the district.
2. Employee relations are improved because people see that the district cares about their well being and is proactive in its efforts to improve the work environment.
3. Insurance premiums are lowered due to the reduction in the number of accidents and the proper handling of current claims by providing complete and accurate information to the insurance carrier in a timely fashion.
4. The investigative process forces everyone to be more aware of safety in a general sense. This lends itself to a more safety conscious work force.

In summation, accident investigation makes financial sense as well as proving one of the essential building blocks to a complete safety program. Ultimately it may be your desire to maintain and improve employee morale and productivity that drives you to becoming more active in the safety area. I am confident after reviewing the facts your commitment to safety will become a common sense decision.

### **Accident Investigation Procedure Summary**



1. Go to the scene of the accident promptly.
2. Talk with the injured person, if possible. Talk with witnesses. Stress getting the facts, not placing the responsibility or blame.
3. Listen for clues in the conversations around you. Unsolicited comments often have merit.
4. Encourage people to give their ideas for preventing the accident.
5. Study possible causes - both unsafe conditions and unsafe practices.
6. Confer with interested persons about possible solutions. The problem may have been solved by someone else.
7. Write up a report using a printed form, which allows a narrative description.
8. Follow up to make sure conditions are corrected. If they cannot be corrected immediately, report this to all concerned.
9. Publicize any corrective action taken so that all may benefit from the experience.

When following this procedure, keep these two basic points in mind:

1. That most accidents involve both unsafe conditions and unsafe acts, and;
2. That the purpose of accident investigation is the prevention of future accidents and not fixing of blame

### **Key Questions**

WHO:

1. Who was injured?
2. Who saw the accident?
3. Who was (s)he working with?
4. Who had instructed or assigned her/him?
5. Who else was involved?
6. Who else can help prevent recurrence?

WHAT:

7. What was the accident?
8. What was the injury?
9. What was (s)he doing?
10. What had (s)he been told to do?
11. What tools was (s)he using?
12. What machine was involved?
13. What operation was (s)he performing?
14. What instructions had (s)he been given?
15. What specific precautions were necessary?
16. What specific precautions was (s)he given?
17. What protective equipment should have been used?
18. What protective equipment was (s)he using?
19. What had other persons done that contributed to the accident?
20. What problem or question did (s)he encounter?
21. What did (s)he or witnesses do when accident occurred?
22. What extenuating circumstances were involved?
23. What did (s)he or witnesses see?
24. What will be done to prevent recurrence?
25. What safety rules were violated?
26. What new rules are needed?

WHEN:

27. When did accident occur?
28. When did (s)he start on that job?
29. When was (s)he assigned to that job?
30. When were the hazards pointed out to her/him?
31. When did her/his supervisor last check on job progress?
32. When did (s)he first sense something was wrong?

WHY:

33. Why was (s)he injured?
34. Why did(s)he do what (s)he did?
35. Why did other person do what (s)he did?
36. Why wasn't protective equipment used?
37. Why weren't specific instructions given to her/him?
38. Why was (s)he using the tools or machine (s)he used?
39. Why was(s)he in the position (s)he was?
40. Why didn't (s)he check with her/his supervisor when (s)he noticed things weren't as they should be?
41. Why did (s)he continue working under the circumstances?
42. Why wasn't a supervisor there at the time?

**WHERE:**

43. Where did the accident occur?
44. Where was (s)he at the time?
45. Where was the supervisor at the time?
46. Where were fellow workers at the time?
47. Where were other people who were involved at the time?
48. Where were witnesses when accident occurred?

**HOW:**

49. How did (s)he get injured?
50. How could (s)he have avoided it?
51. How could fellow workers have avoided it? (Could they?)
52. How could the supervisor have prevented it? (Could (s)he?)



## EMPLOYEE INCIDENT REPORT

The attached incident report should be filled out each time an **employee** is injured on school property or during a school sponsored activity off school property and seeks no other medical treatment other than by the school nurse.

**Incident Date:** The date that the incident occurred.  
**Time of Incident:** The time of day the incident occurred.  
**Report Date:** The date the incident was reported to the nurse or the injured person's supervisor.  
**How Reported:** How was the incident reported.  
**Name:** The name of the injured person.  
**Address:** The address of the injured person.  
**Phone:** The phone number of the injured person.  
**Social Security #:** The social security number of injured person.

**Injured Information:**

**Date of Birth:** The date of birth of the injured person.  
**School:** The Board of Education building name.

**Exact location:** The exact location on the Board of Education property that the incident took place. If off Board property, use this space to identify the exact location.

**Description of incident:** A complete description. Please include the events leading up to the incident. The physical surroundings if pertinent. Use another sheet of paper if necessary.

**Witness:** We would like enough information so we can easily contact any witness.  
**Name:** Name of witness  
**Address:** Address of witness  
**Phone:** Phone number of witness.

**Description of injury:** If not obvious, use the injured person's description. Be as specific as possible.

**Treatment of injury:** Indicate whether treatment was required. Distinguish between in-school treatment (the nurse) or out of school treatment (hospital/doctor/Medi-Center/Urgent Care).

**Treatment given on-site:** A record of treatment, vital signs or other observations by school nurse or first responder.

**Recommended Corrective Action:** A recommended action such as a repair or job method change which would reduce or eliminate a similar accident from recurring.

**Supervising Adult/First Responder:** A signature and date is required by the supervising adult or first responder. This indicates the incident report properly reflects this person's knowledge of the incident.

**Nurse:** A signature and date is required by the school nurse if involved in the care of the injured person. This indicates the incident report properly reflects this person's knowledge of the incident.

**Principal/Administrator:** A signature and date is required by the principal/administrator. This indicates the incident report properly reflects this person's knowledge of the incident.

**NON-EMPLOYEE**

INCIDENT REPORT FOR \_\_\_\_\_  
(Board of Education)

Please use this to report all **non-employee** accidents and injuries. Forward to *(Someone in your district such as the safety coordinator)*. All incidents requiring medical treatment beyond the school nurse must be forwarded within 48 hours.

Please type or print clearly.

Incident Date: \_\_\_\_\_ Time of Incident: \_\_\_\_\_ Report Date: \_\_\_\_\_

How Reported:    Phone                    In Person                    Other \_\_\_\_\_

Name: \_\_\_\_\_ Student                    Non-student

Address: \_\_\_\_\_ Phone Number \_\_\_\_\_

\_\_\_\_\_ Social Security # \_\_\_\_\_

Injured Information:    Age                    Grade                    School: \_\_\_\_\_

Exact location of incident: \_\_\_\_\_

Description of incident: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Witness: \_\_\_\_\_

(Name)

(Address)

(Phone Number)

Description of injury: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Treatment of injury by:    School Nurse Only    Doctor/Hospital/Medi-center    None

Treatment given on-site: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Recommended Corrective Action: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Supervising Adult/First Responder

\_\_\_\_\_  
Nurse

\_\_\_\_\_  
Principal/Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **INCIDENT REPORT**

The attached incident report should be filled out each time a **non-employee** is injured on school property or during a school sponsored activity off school property.

**Incident Date:** The date that the incident occurred.  
**Time of Incident:** The time of day the incident occurred.  
**Report Date:** The date the incident was reported to the nurse or the injured person's supervisor..  
**How Reported:** How was the incident reported.  
**Name:** The name of the injured person.  
**Address:** The address of the injured person.  
**Phone:** The phone number of the injured person.  
**Social Security #:** The social security number of injured person.

**Injured Information:**

**Age:** The age of the injured person.  
**Grade:** If a student, then what grade level is the student attending.  
**School:** The Board of Education building name.

**Exact location:** The exact location on the Board of Education property that the incident took place. If off Board property, use this space to identify the exact location.

**Description of incident:** A complete description. Please include the events leading up to the incident. The physical surroundings if pertinent. Use another sheet of paper if necessary.

**Witness:** We would like enough information so we can easily contact any witness.

**Name:** Name of witness  
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**Description of injury:** If not obvious, use the injured person's description. Be as specific as possible.

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**Treatment given on-site:** A record of treatment, vital signs or other observations by school nurse or first responder.

**Recommended Corrective Action:** A recommended action such as a repair or job method change which would reduce or eliminate a similar accident from recurring.

**Supervising Adult/  
First Responder:** A signature and date is required by the supervising adult or firstresponder. This indicates the incident report properly reflects this person's knowledge of the incident.

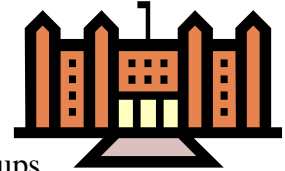
**Nurse:** A signature and date is required by the school nurse if involved in the care of the injured person. This indicates the incident report properly reflects this person's knowledge of the incident.

**Principal/Administrator:** A signature and date is required by the principal/administrator. This indicates the incident report properly reflects this person's knowledge of the incident.

## **D6. Non-routine Activity Planning**

The non-routine activity such as field trips, fund raising events, and other special after school functions tend to be more risky than the routinely run events. Non-routine events are by their nature more risky because they occur less frequently which means there are less trained and experienced people planning the event. The less experience we have with anything usually equates to more unforeseen problems.

Attached is a sample “community use of facilities” policy and an outline of a seminar for non-routine activity planning. These may be used to develop a policy or procedure for your district.



### **Community Use of School Facilities**

The facilities of the public schools may be used by school groups, including parent-teacher groups, at no rental fee, and by other groups organized for community benefit at no rental fee unless an admission is charged. Any organization, conducting a program for which an admission is charged, may use the facilities upon payment of the rental fee established by the District Superintendent/Board of Education in the “Schedule of Rental Charges.” Any group using the facilities without the payment of rental fees shall be responsible for the payment of any necessary janitorial fees in accordance with the rates established by the Board. No rentals shall be approved that will in any way conflict with the program and best interests of the school.

- A. All requests for the use of school facilities shall be made in writing at the office of the building principal or administrator in charge of the desired facilities. The building principal shall determine whether the desired facilities are available.
- B. All applicants shall complete the request form and submit them to the building principal for approval. If the facilities are available and the request complies with Board Policy, the building principal shall schedule the use of the facilities and forward the request to the offices noted on the form of the applicant.
- C. If facilities are not available, the applicant shall be informed, as well as the Office of the Business Administrator through the proper distribution of the request form. A copy of all request forms shall be submitted to the Maintenance Office.
- D. The building principal shall determine the need for janitorial personnel, if any, and shall recommend the necessary overtime, if required. The total cost to the applicant shall be determined by the building principal and included in the proper place on the application. The building principal shall also verify all overtime vouchers, approve payment of the same and submit the overtime form to the Office of the Business Administrator, for processing of a payment with the custodial report form.
- E. The Office of the Business Administrator shall review all approved and disapproved applications to determine adherence to Board policy, and rescind building decisions if in conflict with policy, and shall give final approval for authorization of janitorial services.

- F. All monies due to the Board of Education for rental, janitorial and other fees shall be made payable to the Board of Education and forwarded to the Office of the Business Administrator. Building principals and janitorial personnel shall not receive or make payment of any monies.
- G. The use of building, grounds, and equipment of the District shall be limited to bona fide residents and organizations of the city, unless specifically approved by the Board of Education.
- H. The use of facilities must be for community benefit and not for personal gain.
- I. The persons or organizations granted the use of the facilities shall show evidence that they are properly covered by insurance up to the indemnification of \$1,000,000 and that certification of same, holding the District harmless, shall be received at the Office of the Business Administrator.
- J. Any damage to buildings, grounds, or equipment resulting from the use of the facilities shall be the responsibility of the persons and organizations granted the use of the facilities.
- K. All equipment shall be under supervision and control of the Board of Education or its representative.
- L. The persons or organizations granted the use of the facilities shall be responsible for enforcing rules of good conduct on the part of persons using school facilities. Non-compliance will result in forfeiture of future use of buildings by the persons or organizations responsible. Where deemed appropriate, police will be required and paid for by the renting organization. Principal will make determination.
- M. All decorations must be approved by the building principal. Decorations must be made of non-flammable materials.
- N. Alcoholic beverages may not be served or consumed on school premises.
- O. The serving of refreshments shall be restricted to the area designated by the building principal.
- P. In the best interests of the pupils and the school, the kitchen facilities of the cafeterias of all schools shall not be used by outside agencies. School dishes, silver ware, kitchen utensils and kitchen equipment are not available for use by any group.
- Q. Applications for reservations of building must be in the office of the building principal at least ten days prior to the first reservation date.
- R. Payment for janitorial fees shall accompany the final approval application.

## Non-Routine Activity Planning

### I. Identify and Analyze

Who's Responsible?

Safety Coordinator  
Risk Manager  
Principal  
Vice Principal  
Athletic Director  
Head Chaperon

Should be accountable to Board or Board Secretary

Board or Board Secretary should review and approve the plan of action and grant those responsible the ability to cancel the activity if all the criteria in the plan of action are not met.

The Plan of Action should consider the following:

#### A. Which activities should be analyzed?

Examples:    Zoo                    Canoeing  
                 Parks                    Rafting  
                 Museum                    Swimming  
                 Archery                    Scuba Diving  
                 Skiing

Consider:    Travel times and distances

#### B. When is the activity taking place?

Consider:    Time of year  
                 Time of day  
                 Overnight or several days  
                 Departure, arrival and return times  
                 Duration of specific activities

#### C. Who is participating in the activity?

Number of Participants  
Ages/grades  
Club members  
Open participation  
Previous experience with particular activity  
Mentally/physically handicapped

D. What is the activity (specifically)?

Detailed outline of the planned activities

Consider possible unplanned activities and prepare for them

Be prepared to offer alternate activities if primary activities are not available

\*Don't forget to consider transportation and restaurant and rest stops during travel.

E. How will the activity be controlled?

Chaperons: Teachers  
Faculty supervisor of particular club  
Parents  
Nurse

Delineation of responsibilities and authority

F. Why have the activity?

Who will benefit?

What will the benefit be?

After careful scrutiny of the above factors it must be determined if the benefits of the activity outweigh the risks associated with the activity.

II. Select the Risk Management Technique

A. Avoidance – when the risks outweigh the benefits the activity is canceled.

B. Insurance Transfer – mechanism when the financial obligations of a loss are transferred to an insurance company, i.e., general liability coverage through the New Jersey School Boards Association Insurance Group.

C. Non-Insurance Transfer.

1. Request Certificates of Insurance in an amount at least equal to your policy limits.

Request from:

Activity Host – Archery Range, Scuba Driving, etc.  
Transportation company

2. Waiver of indemnity from parents/guardians, permission slips. Contact your solicitor for appropriate language.

3. Encourage students not covered under a parent's medical plan to purchase a separate school medical policy.

## D. Loss Control

1. Chaperons – Number depends on factors reviewed under Identify and Analyze, i.e.

Type of activity

Number of students

Age/grade of students

Length of stay

Chaperons should have knowledge and skill in the activity, be in good physical condition if activity requires such.

You may want to consider bringing the school Nurse. At a minimum several chaperons should be certified in CPR and First Aid.

2. Transportation – if using a transportation company other than the company for regular transportation, review the qualifications, license, history of the driver. Also request Certificate of Insurance.

- Advise them of the number, age, type of students to be transported as well as the number of chaperons on each bus.
- Establish head count and roll call guidelines for each stop.
- Review emergency procedures prior to the start of the trip.

3. Permission Slip – use as a tool to:

- Notify parents/guardian as to exact events planned.
- Ask parents/guardian for their opinion as to the child's abilities in planned activity.
- Require routine and emergency phone numbers.
- Identify prescription drugs
- Identify drug or other allergies.
- Identify any special medical problems.
- Would include waiver of indemnity.

4. Evaluation of site

- Previous trips don't count.
- Qualifications of instructors/guides/guards.
- Look for first aid station and persons certified in First Aid and CPR.
- Are instructions provided?–  
What is the criteria for determining skill levels?  
Is safety stressed during instruction period?

Proximity of hospitals/medical centers –

Mode of transportation available

§ Ambulance

§ Medi-vac

- Take a walking tour of the facility with the host.
- Evaluate the security at the facility – control both in and out.
- Ultimately determine if the site can safely handle your group and their particular needs.

5. Game Plan

- Detailed outline of all activities.
- Backup activities in case weather, etc., prohibits planned activities (do not have too much idle time).
- Be aware of non-approved activities.
- Time schedule when to arrive, when to depart, if overnight – curfew/separation of sleeping facilities.
- Have available activities for those who may not want to perform scheduled activities, must be occupied.

6. Emergency Plan –(if someone hurt)

- Contact parents/guardian – who/how.
- Getting immediate information hospital/doctor.
- Who goes with injured.
- Who stays with rest of group.
  - § Continue activities or plan to cut short
- Investigation of accident. Perform preliminary investigation, want to prevent reoccurrence, get input and facts – interview injured and witnesses.
  - § Determine why/how accident happened.

7. Meet with all chaperons and parents and review plan of action.

8. Pre-trip training with students.

- Films, literature – familiarization with activity. Also, with rules to cover times, meeting places, give maps, highlight potentially hazardous areas.
- Get feel for student qualifications/abilities. May want to invite parents/guardian, get interaction from students and parents/guardian.

9. Review information from 7 & 8 and modify plan accordingly.

III. Implement – (Decision making time)

Are all criteria met – go/no go decision

Important: Student/chaperon ratio  
Risk of activity  
Expertise available at site  
Skills of students

IV. Monitor

A. Continually during trip –

- Conversations with chaperons
  - § Meeting with individual chaperons during day.
  - § Possible group meeting during meals or at night.
  
- After trip
  - § With chaperons
  - § With site personnel
  - § With students

Looking for feedback as to problems encountered or what was done right (so can modify future non-routine activity planning).

V. Communication Plan

A. District Contact

- An actual list of attendees with phone numbers should be available back at the district.
- A staff person/administrator should be the district contact in the event of a problem.
- This district contact is responsible for communicating to families and parents of attendees any problems or change in plans such as time of return.



## Ten Points to Know About Accepting Certificates of Insurance

1. The information on the certificate shows only what coverage applies as of the date on the certificate. It conveys no rights to the certificate holder.
2. Many contractors do not provide renewal certificates in a timely fashion as policies expire. That *could* mean a renewal problem where no coverage is in force. A loss is not the way to find out. Requiring contractors to provide a renewal certificate at least 15 days before expiration is a safer method.
3. There should be no confusion on what job or operations the certificate applies to. Some of the better ways to do that is to cite a contract number or a job location as a way of tying the insurance to the contracted work. The description block near the bottom of the certificate should not be left empty.
4. Certificate notice of cancellation wording that states the insurer will “endeavor to” provide notice to the certificate holder only means the insurer will *try* to send notice. There is no obligation that the insurer send notice, even if the certificate’s “endeavor to” wording is stricken. Only a policy endorsement can create a notice obligation on the insurer.
5. Be aware that sole proprietors have the legal right not to buy workers’ compensation coverage for themselves. But this does not mean they are prohibited from pursuing you for workers’ compensation benefits – especially when they are clearly under your direction and control.
6. Being added as an “additional” insured helps insulate the certificate holder’s liability insurance from contractor-generated claims. But remember, it **only** affords the liability protection that exists in the policy, and additional insured status can be granted only by policy endorsement – not a notation on the certificate.
7. There should be no special limitations on an additional insured status. For example, a restriction which ties the additional insured status only to claims arising out of the sole negligence of the contractor does not confer additional insured status at all.
8. Unless special policy endorsements apply, aggregate limits shown in a certificate are the total limits available for all losses from all operations of the contractor (or other named insured) during the policy term. This includes any losses from:
  - Other projects of the named insured.
  - All premises rented or owned
  - Liability coverage contractually provided to other certificate holders.

The limits and coverage extensions required in your contract provisions can make a difference. Ask for liability limits that apply per project.

9. The existence of insurance does not guarantee protection will be available for all contracted services. Two notable areas usually not covered are:
  - Pollution
  - Breach of contract
  
10. Professional liability losses are usually not immediate. Most architect and engineer losses, for example, occur or come to light long after work is completed. Professional liability coverage is virtually always provided on a “claims made” basis. Claims made policies only apply to claims which are made during the policy period. Making sure insurance is in force during the contract does not guarantee insurance will be in force five years later when a building collapses, for example. To be sure insurance is in force for future losses, certificates must be reviewed for years to come. This may be impractical. The most workable protection is to contract with firms having an established reputation.

## **E. TRAINING AND INFORMATION**

### **E1. Safety Program / Policy Awareness**

The safety manual should include a variety of topics. See sample table of contents in section A1. This information should be shared with all employees once a year and with each new employee at the time of hire. An essential part of any safety program is that your employees know it exists and how it is organized so that safety related concerns can be directed to the appropriate person within the organization.



### **E2. Employee Job Hazard Training**

Each job within your district should be evaluated for hazards. As part of the job training process the hazards of the job should be reviewed. All appropriate engineering and administrative controls should be taught and a record of this training should be maintained.

Below is a sample method for completing a job hazard analysis.

The Right to Know training requirements are also attached in the appendix with a brief summary below.

#### **Sample Job Hazard Analysis Method**

1. Survey of workplace or job site. List each action required to perform the job.
2. Identify potential sources of hazard for each action.
3. Analyze potential injuries due to hazard sources for each action required.
4. Identify potential engineering or administrative controls to protect employee from the hazard.
5. Identify appropriate PPE if employees are not protected by engineering or administrative controls.

#### **Right to Know Training Requirements**

1. Initial training for all employees includes the items listed in pages 1 – 4 of the Requirements For Right to Know Education and Training Programs document in the appendix. New employees must be trained within 30 days of hire.
2. Update training requirements are outlined in the same document on page 5 (every other year.)

### **E3. Evacuation Procedure Training**

Building evacuation is an essential part of school district risk management. The requirements for fire drill evacuation are part of the New Jersey Statutes 18A:41 – 1 to 4. The code stipulates that two (2) fire drills are to be conducted each month. It goes on to say that all smoke doors and stair tower doors are to remain closed at all times. Anyone failing to comply with these provisions shall be found guilty of a misdemeanor.

Evacuation training should consider the following:

1. Route of evacuation based on occupancy and population.
2. Accounting for everyone outside the building.
3. What procedure to follow if everyone's not accounted for outside the building.
4. Evacuation procedures for handicapped occupants.

#### **Planning the Evacuation Route**

To plan a safe evacuation route, you must identify potential hazards. These include such things as:

- § Gas, sewer, power lines located near outdoor assembly area
- § Chain link fences
- § Multiple story buildings vulnerable to collapse or damage
- § Clay or slate tiles on roof
- § Block walls
- § Parapet, balconies or cornices on building
- § Covered walkways

Although you won't be able to mitigate many of these evacuation route hazards yourself:

- § Point out the need to fix them to your principal or maintenance superintendent
- § Select an evacuation route that minimizes exposure to these hazards

Preparedness plans should address the needs of people with disabilities during evacuation:

- § Address major physical disabilities – hearing, sight and mobility impairments
- § Plan should include possibility of debris covering the floor

Consider recruiting specific volunteers to assist persons with disabilities in advance of a disaster (“buddy system”):

- § Make sure that you practice this during disaster drills
- § People with mobility impairments should be evacuated last
- § Network and train neighbors to respond

## **Reasons for Evacuating**

- § Suspected bomb
- § Aftershocks from earthquake
- § Structural damage to buildings
- § Fire, hazardous material spill, or obvious structural damage in the classroom
- § Central location for the management of adults and children

## **Reason Not To Evacuate**

- § Minor incident with no apparent damage
- § Critical injuries to students or staff
- § Hazardous chemical facilities in the area that may be damaged
- § Fallen airplane outside
- § Damage to evacuation area or routes
- § Inclement weather
- § Personnel danger outside the building (gun fire).

## **Is Your Evacuation Complete?**

According to New Jersey statutes annotated Title 18A:41-1, fire drills are to be conducted twice a month in every school in the state of New Jersey. Fire drills may seem a routine part of school business, but our observations have been that not every school completes the evacuation properly.

The *New Jersey Uniform Fire Code* requires that each room have a fire evacuation plan posted near each interior room exit. These plans should be developed so that no building exit is overloaded with people and consideration is given to the directional flow of the evacuating occupancy. The local fire official is a good source of information when developing this plan.

Each student and staff member must be accounted for once the building is cleared. If proper accountability is not possible, then the evacuation drill is not complete. In elementary schools where pupils are generally with the same classroom teacher throughout the day, the process is somewhat simple. However, in schools where students change classes or are routinely not with a primary teacher, the process becomes much more difficult.

A written fire evacuation plan must be reviewed by administrative personnel and issued to all other staff personnel yearly. This plan must include the method of accounting for all people during an evacuation. The problems encountered during the drills should be reviewed and the fire drill procedure routinely updated. It is imperative to develop a workable plan for attendance closure during these drills.

Once the attendance check is completed, the location of each person should be known. If you believe someone is still in the building, the procedure you will follow should already be in place as part of the overall evacuation plan.

As with all emergency situations, the clearest thinking is done prior to the emergency. Strict rules should be established ahead of time concerning an attempted search and rescue for missing persons.

The NJSBAIG Loss Control Staff is available to assist you in developing or reviewing your evacuation plan. For help, just call Marty Kalbach (ext. 3024), Tony Jones (ext. 3052), Keith Skeba (ext. 3031) or Stephen Williams (ext. 3045).

## **F. EVALUATION OF SYSTEM**

### **F1. Benchmarking**

The evaluation of the results of a district's safety system is important to measuring the effectiveness of the effort. Since the district safety effort is aimed at both employees and students there are several measurements which may be used to compare the results between time periods.

Over the course of time the NJSBAIG has used an employee injury rate as a basis of comparison. Since each school district is a different size and the federal measurement of hours worked is so difficult to collect we have used the measure of million dollars of payroll to compare injury rates and severities.

For instance the number of workplace accidents requiring medical attention divided by million dollars of payroll give a comparison of frequency normalized for different size school districts. The same can be done for severity by dividing total dollars paid and reserved (total incurred) for injuries divided by million dollars of payroll.

Other methods of evaluation could be used such as meeting your goals of a NJSBAIG safety audit score, safety meeting attendance, scheduled inspection or some other soft measurement. However, the true measure of success is the reduction of workplace injuries.

### **F2. NJSBAIG Safety Audit**

The NJSBAIG safety audit is based on the guidelines proposed by the Occupational Safety and Health Administration. Once these guidelines become law all employers will be required to complete a yearly self audit.

New Jersey public schools are public employers and as such fall within the State's Public Employee Occupational Safety and health Act (PEOSHA). New Jersey legislature has traditionally enacted the federal laws as part of PEOSHA. Therefore, the self audit guidelines will become mandatory for the public employers of New Jersey.

We feel the mandate for self audit can be fulfilled by completing the NJSBAIG safety audit. Our intention is to help our members improve their safety programs each year in a manner that is not onerous. Our focus is to identify and help you improve 2 or 3 items per year. Over the course of several years your safety program will be significantly improved.

# **G. EMERGENCY RESPONSE**

## **G1. Emergency Plans**

Planning is an important function of managing emergencies because decisions made without the turmoil of an emergency are usually better thought out. It is this premise that tells us that we should consider the appropriate actions to take during an emergency when we are not faced with the emergency situation.

Therefore, a written plan which is reviewed prior to an emergency is necessary for us to react in a manner best suited to the situation. The plan should not be developed in a vacuum by one person. It should be reviewed with all potential emergency personnel as well as school administrative staff in order to get the best possible result.

In addition, it should be reviewed yearly to ensure circumstances or personnel have not changed which could change the plan. Each member of the administrative staff involved in the plan should be trained relative to their expected participation.

The New Jersey State Police offers a seminar for school districts on this topic.

### **Sample Table of Contents**

1. Introduction to Manual
2. Types of Evacuation
  - a. Normal
  - b. Directed – Circumstances dictate other than normal.
  - c. Lock Down – Secured room
3. Dangerous Person on Campus
4. Medical Emergency on Campus
  - a. Medical Condition
  - b. Assault/Battery
5. Severe Weather Conditions
6. Natural Disasters
7. Man-made Disasters
  - a. Hazardous Material Release
  - b. Explosion
    1. On Campus
    2. Local Community
  - c. Civil Disturbance
8. Utility Outages
  - a. Electrical
  - b. Water
  - c. Sanitary
9. School Transportation
  - a. Normal Bus Route
  - b. Field Trip
  - c. Sports Transportation

## 10. Communicating with Media

This table of contents was developed from the Denver Public Schools Emergency Management Plan and Classroom Emergency Procedure Manual.



### G2. Alarm Systems

A yearly inspection of the fire detection/alarm system is required by law. In fact the regulations are specific to the amount and type of testing required.

It has been our experience that not all fire alarm inspection companies follow the code requirements. The requirements can be found in NFPA71, NFPA72, NFPA13A (sprinklers), NFPA10 (fire extinguishers) and the New Jersey Uniform Fire Code.

Attached is a Fire Alarm/Detection System Maintenance procedure. We outline a method of tracking the maintenance provided by your contractor. The bottom line is that this system is your primary line of defense for detecting a fire situation and evacuating the building. It is a system someone within your organization needs to take an active role in managing.

### Fire Alarm/Detection System Maintenance



#### Procedure

In order to get competitive pricing from competent alarm vendors you must first specify exactly what service is desired. By following the procedure listed below you will gather all information you need to get competitive pricing for quality service.

1. Prepare a complete inventory of all fire alarm components. This is necessary so each potential service contractor knows the type, model, manufacturer and quantity of equipment he will be expected to service. (See attached sample form. A blank form is also attached for your use.)
2. Prepare a complete inventory of all fire extinguishers at your facility. (See attached sample form. A blank for is also attached for your use.)
3. Describe what tests, maintenance and repairs you want performed. (Fire Alarm Inspections Requirements)
4. Specify how often the testing and maintenance is to be completed. (Fire Alarm Inspection Requirements)
5. Specify the type of information you want gathered, recorded and reported back to you. (Fire Alarm Maintenance and Testing Report)

6. Ask for price of replacement parts, hourly labor charges and service call charges. Are there any additional charges for night work, holidays or weekends?
7. Specify an expected response time for a service call.

Also included is a sample request for bid or proposal. There are several points listed on this document which must be included on your own form if this one is not used.

## Sample

### Fire Alarm Component Inventory

Component	Manufacturer	Model/Type	Quantity	Location	Area
4 zone fire panel	Kidde	A01-Pneumatic Tubing	1	Basement	Boiler room
Wet cell batteries	Exide	6VCS – Size X	2	Basement	Boiler room
Bell cabinet	Kidde	6 VDC	1	Basement	Boiler room
Annunciator	Kidde	A01-4 zone	1	1 <sup>st</sup> floor	Principal' office
24VDC bell	Kidde	24-1 bell only	1	Basement	Boiler room
24VDC bell	Kidde	24-1-bell only	1	Basement	Gym
Fire pull	Kidde	Non-coded	1	Basement	Boiler room
Fire pull	Kidde	Non-coded	3	Basement	Gym
Heat detector	Chemtron	194° fixed dome	1	Basement	Boiler room
Heat detector	Chemtron	135° fixed dome	6	Basement	Gym
Pneumatic tubing	Kidde	-	1 section	Basement	Storage room
Pneumatic tubing	Kidde	-	1 section	Basement	Cafeteria
Pneumatic tubing	Kidde	-	1 section	Basement	Boy's room
Pneumatic tubing control Box	Kidde	-	1 panel	Basement	Girl's room

Continue until all areas including the attic and areas above the hung ceilings are inventoried. Include horns, strobes, beam detectors and any other fire alarm components such as waterflow switches and supervisory valve switches.

**Fire Alarm Component Inventory**

<b>Component</b>	<b>Manufacturer</b>	<b>Model/Type</b>	<b>Quantity</b>	<b>Location</b>	<b>Area</b>

**Sample  
Sprinkler System Component Inventory**

<b>Component</b>	<b>Manufacturer</b>	<b>Model/Type</b>	<b>Quantity</b>	<b>Location</b>	<b>Area</b>
Inspector's test valve	-	-	1	Basement	Shop
Water flow switch	System Sensor	WFDT	1	Basement	Boiler room
Supervisory switch	System Sensor	24+Y2	1	Basement	Boiler room
Alarm bell		10" 110VAC	1	Exterior	By boiler room
Spare parts box	Grinnell	6 heads + wrench	1	Basement	Boiler room
Sprinkler heads	-	-	2	Basement	Wood shop storage room

Include all areas where sprinkler heads are located and any OS&Y valves are located.

### Sprinkler System Component Inventory

A sprinkler system component inventory by component, manufacturer, model/type, location and areas.

<b>Component</b>	<b>Manufacturer</b>	<b>Model/Type</b>	<b>Quantity</b>	<b>Location</b>	<b>Area</b>

## **Inspection Requirements**

1. Inspection reports shall include certification that all maintenance and testing was done in accordance with the standards listed in NFPA 71, NFPA 72, NFPA 13A (Sprinklers), NFPA 10 (Fire Extinguishers) and New Jersey Uniform Fire Code.
2. All forms which are a part of the maintenance and testing proposals or bids shall be submitted with the bid.
3. The frequency of testing and maintenance are as follows:
  - a. Sprinkler systems – test two times per year (NJUFC);
  - b. Fire extinguishers – test once per year (NJUFC);
  - c. Fire alarm system – test annually and clean smoke detectors at this time, your specification, otherwise when needed as determined by sensitivity as stated in NFPA 72, Section 76-3.2.1 and 7-4.2 (NJUFC).
4. Any item to be repaired or replaced is to be identified by ID number on the invoice with the labor and component cost.
5. A staff member of the school district should witness the test for the fire alarm and sprinkler. This is necessary for payment to be made.
6. A complete record of all readings including resistance readings, battery charging rate, battery readings before and after five minute bell test on battery and pneumatic tube readings at all detector chambers.
7. One copy of the testing report complete with items #1 - #6 (above) shall be forwarded to the insurance company and one copy should be given to the fire official in your school district.

## **Fire Alarm Inspection Requirements**

### Periodic Tests Required by NFPA 72E, 1990 Ed.

1. Smoke Detectors

Annual testing is required using the calibrated test method for sensitivity-magnets-test points. (Note: Do not use unmeasured amounts of smoke unless approved by the manufacturer.)

2. Duct Smoke Detectors

Annual testing is required (with manufacturer's specifications).

3. Heat Detectors – Restorable (Fixed and R of R)

One or more in a zone must be tested semi-annual so that within five years all have been tested. A heat gun or heat lamp should be used as a heat source.

4. Pneumatic Tubing

If there is a test chamber in a zone, then it must be tested semi-annually. Use a heat gun or lamp or pressure pump if there is not a test chamber. Test for leaks. Previous pressure reading are required.

5. Heat Detectors – Non-Restorable (Fixed)

Test at least semi-annually. Test mechanically (a short) two or more on a circuit. After the 15<sup>th</sup> year, remove two out of every 100 and send to a testing lab. Measure the loop resistance and compare with prior reading. Also check the physical condition (paint or damage).

6. Fire Pulls

Test all at least annually.

7. Horns, Bells, Strobes

Test all at least annually.

8. Projected Beam Type Smoke Detectors

Optical filters.

9. Fire Panel

Test annually. Each zone must be tested and received. Test the trouble signal and AC power failure both audibly and visually. Check the battery charging rate with AC power and with no charge (record measurements). Check the battery with no AC after a five minute bell test (record measurement). Check the battery on AC power – charging rate (record measurement), and check the battery water level and connections.

10. Digital Communicators – NFPA 71-1989 Ed.; NFPA 72-1990 Ed.

Two lines – first, dedicated voice line; second line with line sequence. Five to ten attempts to reach monitoring system should shut down and send trouble signal to monitoring. Also, 24 hour test signal.

11. Door Releases (NJAC 5:18-3.1)

At time of annual test

12. Forms

See NFPA 72E 8-6.1(a) – (m).

13. Emergency Lighting (NFPA 110A)

Test monthly.

14. Exit Lighting

Test monthly.

15. Sprinkler System (NFPA 72-1990 Ed.)

Test the waterflow alarm every two months.

Test the gate valve supervisory switch semi-annually.

Test the manual fire alarm box semi-annually.

Test the sprinkler system supervisor devices semi-annually.

16. Alarm Indicating Appliances (NFPA 72, 1990 Ed.)

Test control units annually.

Test annunciators annually.

Test voice alarm communicators annually.

Test horns, strobes, bells annually.

Test initiating devices annually.

## Sample Request for Bid or Proposal

Date\_\_\_\_\_

The \_\_\_\_\_ Board of Education, whose office is located at \_\_\_\_\_, is soliciting bids/proposals for the maintenance and testing of the following:

Fire Alarm Systems and Components  
Fire Sprinkler Systems  
Fire Extinguishers

All maintenance and testing shall be done in accordance with the following Codes and Standards, and all test reports shall include the necessary information in the codes:

Fire Alarm Systems	NFPA 72, 1993 Ed.; NFPA 71, 1992 Ed.; and NJUFC – current code
Sprinkler Systems	NFPA 13A, 1987 Ed.
Fire Extinguishers	NFPA 10, 1990 Ed.

The inspection reports shall include certification that the maintenance and testing was done in accordance with the standards listed above for the appropriate system. All test measurements shall be listed and all components shall have a sticker affixed to the component or to the base indicating the date of test, initials of the technician and the company name. All forms which are a part of the maintenance and testing proposals or bids shall be submitted with the bid.

A complete packet shall be given to each bidder with the total number of components, the manufacturer, model, ID code assignment, location and the area the components are located. The bid or proposal shall be based on this information.

The bid or proposal shall also indicate:

- \* Response time
- \* Labor charges
- \* Parts costs
- \* Service call charges
- Any surcharges for holidays, after 5:00 p.m. or weekends

The frequency of testing and maintenance are as follows:

- Fire Alarm System – test once per year
- Sprinkler Systems – test two times per year
- Fire Extinguishers – test once per year

Any item to be repaired or replaced is to be identified by ID number on the invoice with labor and component cost. A staff member of this school district shall witness the test for the fire alarm and fire/sprinkler testing (not for fire extinguishers servicing). This is necessary for payment to be made.

## Fire Alarm Maintenance and Testing Reports

The attached pages show the information that should be included on your fire system inspection report. Each vendor has their own form, but many do not include all the pertinent information. When the inspection is done correctly, the information required by this form will be available.

The sample request for bid or proposal identifies the wording that should be used to ensure the testing is done according to the proper code.

### G3. Fire Extinguishers



A yearly inspection is required by a qualified fire extinguisher company. Each of the district's extinguishers should be inspected and tagged to certify that the inspection occurred.

A monthly visual inspection is required of all the fire extinguishers in your school district. The basic procedure is to verify that the gauge is in the green section, the nozzle is not clogged and the pin is still in place. The certification card affixed to each unit provides a space to initial and date this inspection. The monthly inspection can be performed by anyone trained to check for those three (3) items.

We recommend that at least some of your staff are trained to use the fire extinguishers along with this training on proper use should be the safety aspect of when to use the extinguishers. Of course the first action to take if a fire is discovered is to pull the fire alarm so that building evacuation can begin as soon as possible.

### G4. Sprinkler System

Many school buildings have at least a portion of their facilities protected by fire sprinklers. The most common design has water sprayed from the sprinkler head when the temperature in the area reaches a predetermined level.

In addition to the mandated yearly inspection by a qualified technician the most important part of your sprinkler system is ensuring an uninterrupted water supply. This should be accomplished by locking the water supply valve to the system in the open position. A weekly inspection should be made to ensure this valve is locked open and no apparent damage has occurred to the physical system.

The sprinkler system inspection should be part of a weekly inspection checklist. Other weekly items should include emergency generator testing, boiler log review and fire detection/alarm system components.

Someone should always be available that is trained to turn the sprinkler system off. The water supply and valve leading to the sprinkler system should be clearly identified. The key to the water supply valve lock should be available in case of an accidental discharge of water.

**G5. First Aid/CPR**

In each building of a school district a certified first aid/CPR staff member should be available at all times. This may be a nurse, gym teacher, athletic trainer or any other staff person.



## **H. OTHER LOSS CONTROL**

### **H1. Managed Care for Injuries**

One of the most important ways to control the cost of workers' compensation claims is through managing the medical costs. New Jersey is one of the few states that allows the employer to direct the medical care of injured employees for the entire treatment process.

Therefore, the NJSBAIG has arranged to use a network of treatment facilities which discount their services and provides medical information feedback in a timely manner. Currently, the name of the program is Managed Care Plus (MC+) or Qualcare. Your district is assigned one of these two network providers.

The Managed Care Plus network is activated by a phone call to 1-877-568-CARE. The Qualcare network is activated by a phone call to 1-800-425-3222. Each time an employee reports a non-emergency injury the appropriate phone number should be called and an appointment for medical services will be set by the nurse at Managed Care Plus or Qualcare.

All emergency situations should be directed to the nearest, most appropriate treatment facility available. This should be followed up with a phone call to the Managed Care Plus or Qualcare network nurse.

Employees treated in emergency situations will be directed back into the managed care system of medical care providers when appropriate.

### **H2. Restricted Duty**

It has been proven that the sooner an injured employee is returned to the workplace the sooner the person recovers from these injuries. The Workers' Compensation law requires that someone out of work due to a work related injury collect two-thirds of their salary up to a legislative maximum per week. The education law (Title 18A) requires that the school district pay the balance of the employee's salary for one year.

Therefore, a person out of work on total temporary Workers' Compensation benefits (total temporary disability, ttd) will receive their entire salary. For the first year of work loss there is no salary loss. It becomes crucial that a person is returned to the workplace in some capacity as soon as possible. Not only is the cost high in terms of dollars to the school district, but the cost to the students is high in terms of a reduction in educational benefits. In most cases the substitute employee does not provide the same educational benefit to the students. Whether it's a classroom teacher or a custodian the school environment has been altered and therefore disrupted, causing the learning process to be hindered.

Minimally, each injured employee should be evaluated to determine if an alternate duty assignment can be made to facilitate an early return to work. This alternate duty is commonly referred to as light duty because it usually constitutes a less than full set of duties.

A job description for each job classification which delineates the essential functions of the job is important in determining an employee's ability to return to that job.

In addition, the Americans with Disabilities Act requires these essential functions to be identified. The job description should include the physical requirements of each function including those that are essential.

Best practice would have the treating physician identify the physical restrictions of the employee. The employer would then identify jobs the injured employee could perform based on the job descriptions.

In some instances a teacher could return to work if an aide were put into the classroom. This may be better for the students and less expensive to the district than allowing the injured teacher to remain at home and hiring a full time substitute teacher.

In the service areas such as custodial, maintenance, food service and transportation, the injured employee may be able to perform some type of alternate duty on a short term basis. These light duty jobs should be clearly identified and reviewed for completion. The intent is not to set up another full time job within the district. Specific jobs are best in these areas.

An example of a specific assignment may be a photocopying job, completion of training requirements or inventory related work. As stated above these can be easily defined, and last for a short period of time. You are not adding a new light duty position to your organization. However, you are providing work that needs to be done that may otherwise put a burden on your staff.

### **H3. Pre-Employment Screening**

At minimum, reference checks need to be performed in order to find out if work related injuries or attendance were problems at previous employers. During this process the initial reference may not want to speak freely because of a fear of litigation retribution. Secondary reference contact must be developed. Many times these secondary reference contacts will speak more openly.

Other indications of problems may be a poor credit history or driving privilege suspensions.

A complete job description including essential functions and physical demands can also be used as a screening tool. If a physical is required and the job description is used as a hiring criteria, then the applicant's ability to perform the work can be measured. Keep in mind that the ADA requires reasonable accommodations for the disabled. This area of the law should be reviewed with your board attorney before a hiring decision is made.

In addition, the job description can require specific skills, certifications or training classes. The job description that is general in nature does not provide much help as a screening tool.

An applicant's work history, skill set, attendance and attitude are all important to the hiring decision. A poor hiring decision may cost you hours of administrative time as well as many dollars in Workers' Compensation.

#### **H4. WeTip Implementation**

The first thing you need to know is that WeTip is free to New Jersey School Boards Association Insurance Group members.

WeTip is a 24 hour/day, 365 day/year phone line open to take tips concerning criminal behavior. The tip line is completely anonymous. It provides a way to pass information to school authorities and police without ever being identified.

#### **Implementation**

In order for WeTip to become effective it must be implemented. By this we mean introduced and advertised to the school community each and every year. Initial meetings and discussions should be held in both large and small groups. Contact information must be made available to the school community in as many ways as possible. Listed below are some examples:

- § Posters in schools
- § Brochures
- § Included identification cards, student handbooks, websites
- § Banners
- § Reintroduced each year
- § Letters home to parents with brochures
- § Letters to staff and students with brochures
- § Reminders during morning announcements
- § Train student leaders

The implementation of the WeTip program as well as constant reminders is the only proven way to make this work. A compact disk is available at no charge, which can be used to help with the implementation.

Signing up for WeTip is easy. Fill out the crime reporting sheet (next page) and send it back to the Loss Control Manager at New Jersey School Boards Association Insurance Group.

# WeTip School District

Crime Reporting Information

PO Box 1296, Rancho Cucamonga, CA 91729-1296

909-987-5005 (phone) 909-987-2477 (fax)

**RETURN TO SUSAN MANDELL BY FAX: 909-987-2477**

**Name of School District:**

**Name of School Insurer if any:**

**List School Names in District:**


### **Liaison #1- School Resource Officer/Principal/Risk Manager (List One)**

Name:

Phone Number:

Secured Fax #:

Page Number:

Cell Phone Number\*:

Address:

City:

State & Zip:

### **Liaison #2- Local Law Enforcement**

Name:

Phone Number:

Secured Fax #:

Page Number:

Cell Phone Number:

Address:

City:

State & Zip:

### **Liaison #3- Additional Law Enforcement (If Desired)**

Name:

Phone Number:

Secured Fax #:

Page Number:

Cell Phone Number:

Address:

City:

State & Zip:

*\* Used only in an emergency when tip comes in after normal school hours or on weekends.*

**PLEASE CONTACT SUE MANDELL AT 909-987-5005 Ext. 250 with any questions!**

**I.**  
**District:**

**NJSBAIG ANNUAL SAFETY QUESTIONNAIRE SCORE SHEET**

**Date Completed:**

<b>A. MANAGEMENT LEADERSHIP ELEMENT</b>	<b>Score</b>
A1. Safety Manual	
A2. School Board Policy	
A3. District Safety Coordinator	
A4. Safety Committee	
Total this element:	
<b>B. EMPLOYEE INVOLVEMENT</b>	
B1. Safety Awareness	
Total this element:	
<b>C. HAZARD IDENTIFICATION &amp; ASSESSMENT</b>	
C1. Loss Run Review	
C2. Self Inspection	
C3. PEOSHA-300 Log	
Total this element:	
<b>D. HAZARD PREVENTION &amp; CONTROL</b>	
D1. Engineering Control	
D2. Administrative Control	
D3. Personal Protective Equipment	
D4. Accident Reporting	
D5. Accident Investigation	
D6. Non-Routine Activity Planning	
Total this element:	

<b>E. TRAINING &amp; INFORMATION</b>	<b>Score</b>
E1. Safety Program/Policy Awareness	
E2. Employee Job Hazard Training	
E3. Evacuation Procedures Training	
Total this element:	
<b>F. EVALUATION OF SYSTEM EFFECTIVENESS</b>	
F1. Benchmarking	
F2. NJSBAIG Safety Audit:	
Total this element:	
<b>G. EMERGENCY RESPONSE</b>	
G1. Emergency Plans	
G2. Alarm System	
G3. Fire Extinguishers	
G4. Sprinkler System	
G5. First Aid/CPR	
Total this element:	
<b>H. LOSS CONTROL</b>	
H1. Managed Care for Injuries	
H2. Restricted Duty	
H3. Pre-Employment Screening	
H4. WeTip Implementation	
Total this element:	
<b>Grand Total:</b>	

**(11/2/06)**

Targets for Improvement (i.e., A1, B1 or C3):	Completed By:
---	---------------

**NEW JERSEY SCHOOL BOARDS ASSOCIATION INSURANCE GROUP  
SAFETY AND LOSS CONTROL AUDIT**

This audit is set up to be completed as a self-analysis of your district's safety and loss control program. Read each description next to the element very carefully. Circle the paragraph that best describes your district's level of accomplishment within that element. If your district has all of a lower category covered but only part of the next, your rating for that element is the lower of the two categories.

Each element has the same weight score as any other element.

Poor	=	1
Fair	=	2
Good	=	3
Excellent	=	4

11/2/2006

A. <u>Management Leadership</u>	<b>Poor</b>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
1. Safety Manual Page 5	Either a manual is non-existent or is out-of-date.	A written manual contains a general safety policy and specific safety rules for non-certified work areas.	In addition to <u>Fair</u> : Included are specific safety rules for both certified and non-certified work areas. The manual is specific with respect to organization, responsibilities, goals and objectives of program.	In addition to <u>Good</u> : Manual updated yearly. Emergency action plans, accident reporting/investigation, life safety policies and regulatory requirements must be covered.	
2. School Board Policy Page 6	No written School Board Policy exists.	In addition to <u>Poor</u> : A written School Board Policy exists, but is limited to maintenance of physical facilities and a statement of desire to keep people safe.	In addition to <u>Fair</u> : The policy recognizes the need for a safety organization and names a district level coordinator. The coordinator will be a district level administrator. A monthly district level meeting is required.	In addition to <u>Good</u> : The policy defines specific objectives and goals. Requires participation by certified and non-certified department/school managers, including the dissemination of monthly safety themes, maintenance and review of accident statistics and remediation of hazards.	
3. District Coordinator Page 7	No district coordinator is named.	In addition to <u>Poor</u> : A district coordinator is named, but is not a district level administrator.	A district level administrator is named as coordinator. Managerial responsibilities for either certified or non-certified personnel, but not both.	A district level administrator(s) is named that has managerial responsibility for both certified and non-certified personnel.	
TOTAL SCORE _____ District Name:					SUBTOTAL

A. <u>Management Leadership</u> (cont'd.)	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
4. Safety Committee Page 9	District level safety committee meet as needed.	In addition to <u>Poor</u> : District level safety committee meets routinely. Minimum four times/year. Accident statistics and loss runs are reviewed and monthly safety themes are scheduled.	In additional to <u>Fair</u> : District level committee meets monthly on a regularly scheduled day. Safety programs are developed and hazard remediation addressed. An agenda is followed and minutes maintained.	In addition to <u>Good</u> : Minutes are published and distributed to all participants and school board members. Minutes are posted in all buildings of district.	
					SUBTOTAL

B. <u>Employee Involvement</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
1. Safety Awareness Page 10	Safety is not addressed to the certified staff. Non-certified staff receives safety information only as needed or required by regulation.	Once or twice/year in service training time used for safety. Certified staff receives safety information only as needed or as required by regulation.	All staff people are presented with a monthly safety theme and the theme is discussed during a staff meeting. Other safety related items are distributed or posted.	A safety awards program is on going. Separate safety meetings are held. Accident statistics relative to district goals are discussed and published.	
					SUBTOTAL

C. <u>Hazard Identification</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
1. Loss Run Review Page 11	Loss runs are filed.	Loss runs are reviewed for clerical errors.	In addition to <u>Fair</u> : Reviewed by business official. Comments solicited from certified and non-certified managers.	In addition to <u>Good</u> : Insurance agent or NJSBAIG loss control representative are part of review process. Comparison of data to Group is made. Presented at safety committee meeting.	
2. Self-Inspection Page 16	Custodial or maintenance staff perform on an on-going basis. No written report is issued or formal checklist utilized.	A checklist is used and documentation issued once/year. The checklist is based on the State physical facilities monitoring program.	In addition to <u>Fair</u> : The inspection is done at least four times a year.	In addition to <u>Good</u> : The self-inspection is completed monthly. The schedule of when and who will participate is set up ahead of time. Follow up of hazard remediation is done at safety committee.	
3. PEOSH-300 Log Page 20	The log is maintained in one central file for the district.	The log is maintained for each building in the district.	In addition to <u>Fair</u> : It is posted during the months of February, March & April in each building.	In addition to <u>Good</u> : An updated log is available in each building at all times. The PEOSH log is utilized as part of the safety organization's statistical review.	
					SUBTOTAL

D. <u>Hazard Prevention</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
1. Engineering Control Page 21	Some hazards discovered during "Hazard Identification" are eliminated.	In addition to <u>Poor</u> : All hazards found which are "safety sensitive" are given "expedite" status.	In addition to <u>Fair</u> : Hazard Prevention and Control is a concern when purchasing new equipment or constructing/altering facilities.	In addition to <u>Good</u> : A system of preventive maintenance for safety sensitive equipment is in place and actively managed.	
2. Administrative Control (signage) Page 21	Safety First or similar guidelines are posted.	In addition to <u>Poor</u> : Site-of-Hazard signs are used such as "Caution - Wet Floor".	In addition to <u>Fair</u> : Administrative controls are used whenever engineering controls are not feasible.	In addition to <u>Good</u> : Administrative controls are reviewed annually and replaced if found to be ineffective.	
3. Personal Protective Equipment (PPE) Page 22	PPE is available upon request.	In addition to <u>Poor</u> : PPE is required for performing certain jobs. Supervisors monitor the usage and provide on-the-spot training. Appropriate PPE is available at each location necessary.	In addition to <u>Fair</u> : Each job is evaluated for PPE requirements. The results of the evaluation are documented. This documentation is issued to all affected employees. Appropriate employees are trained in the proper usage of the PPE.	In addition to <u>Good</u> : Training is provided and documentation is maintained for each employee on proper PPE usage annually. All jobs are reviewed annually with respect to PPE requirements. Progressive disciplinary procedures are utilized with employees not conforming to requirements.	
4. Accident Reporting Page 22	No written directive.	A written directive, which instructs employee to report to nurse or supervisor.	In addition to <u>Fair</u> : Directive is communicated both verbally and in writing with employees yearly.	In addition to <u>Good</u> : Directive details what to do if accident occurs when nurse or supervisor is gone from building.	
					SUBTOTAL

D. <u>Hazard Prevention</u> (cont'd)	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
5. Accident Investigation  Page 24	The employee completes an accident report.	Employee completes an accident report. Supervisor reviews.	In addition to <u>Fair</u> : An accident investigation is conducted for lost time accidents. Root cause identified and preventative measures are taken.	In addition to <u>Good</u> : All accidents are investigated by supervisor.	
6. Non-Routine Activity Planning  page 36	Non-routine activities such as field trips, club trips and special after-school recreational functions have no written plan.	A written plan of non-routine activities is required and safety is considered.	In addition to <u>Fair</u> : The plan is reviewed by the employee's supervisor and the superintendent. There is a community use of school facilities policy.	In addition to <u>Good</u> : The plan is reviewed yearly with input sought from other sources such as other employees, community experts or safety support personnel. The community use of schools policy requires appropriate indemnification.	
					SUBTOTAL

E. <u>Training and Information</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
1. Safety Program/ Policy Awareness  Page 43	Employees have access to a Safety manual, which contains the Program and the Policies.	In addition to <u>Poor</u> : Employees are aware of the safety program as defined in the safety audit manual.	In addition to <u>Fair</u> : All employees attend an annual retraining session.	In addition to <u>Good</u> : All new employees are trained within one month of hiring.	
2. Employee Job Hazard Training  Page 43	Employees identifies physical hazards present in the workplace.	In addition to <u>Poor</u> : Employees are taught to identify physical hazards in the workplace.	In addition to <u>Fair</u> : Employee knows means to control on the job hazards.	In addition to <u>Good</u> : New jobs are evaluated for hazards and training conducted. Workplace inspections show that employees are using the required hazard controls and PPE.	
3. Evacuation Procedures Training  Page 44	All employees are aware of evacuation procedures. Drills are done twice monthly	In addition to <u>Poor</u> : Certain employees are trained for head count, handicapped aid etc.	In addition to <u>Fair</u> : Alternate employees are trained for special tasks in case of absence of primary employee.	In addition to <u>Good</u> : The safety coordinator observes drills and alters the training as necessary with challenges to the system such as a teacher not accounted for.	
					SUBTOTAL

F. Evaluations of System	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
1. Benchmarking Page 47	The number of accidents is used as the only indicator of achievement.	The number of lost time accidents is used for benchmarking.	Comparison of data between schools within district currently and in previous years.	Comparison of NJSBAIG averages to the district. Data reviewed at safety meetings.	
2. NJSBAIG Safety Audit Page 47	Audit is not done	In addition to <u>Poor</u> : Audit is done annually with no improvement targets set.	Audit is done annually and improvement targets are set.	Audit is reviewed throughout the year as improvements are made.	
					SUBTOTAL

G.	Emergency Response	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
1.	Emergency Plans Page 48	None are available in writing	In addition to <u>Poor</u> : Building evacuation, inclement weather and fire fighting policy in writing for each building.	In addition to <u>Fair</u> : Catastrophic loss plan in writing. All plans are maintained by people responsible in their office. All vital employees are aware of plans.	In addition to <u>Good</u> : Plans are reviewed yearly and vital employees are trained. The review process and training of vital employees is documented. Board approves plans each year.	
2.	Alarm System Page 49	Pull box system with no documented testing.	Pull box system with documented testing and properly located by exits.	In addition to <u>Fair</u> : Smoke and heat detection in high exposure areas.	In addition to <u>Good</u> : Documented testing of all alarm systems performed.	
3.	Fire Extinguishers Page 59	Proper fire extinguisher type and location without yearly inspection and maintenance.	In addition to <u>Poor</u> : Yearly inspection and maintenance of extinguisher units by outside specialist. Locations marked clearly.	In addition to <u>Fair</u> : Monthly visual inspections with documentation.	In addition to <u>Good</u> : Documented yearly training of all key staff people in the use of fire extinguishers.	
4.	Sprinkler System Page 59	Repairs are made if equipment is damaged.	In addition to <u>Poor</u> : Annual inspection and testing by contractor.	In addition to <u>Fair</u> : Monthly inspection to assure all control valves are locked open.	In addition to <u>Good</u> : Weekly visual check of system for damage. Weekly control valve inspections.	
5.	First Aid/CPR Page 60	No permanent staff person with first aid training and current certification.	In addition to <u>Poor</u> : One staff person with first aid training and current certification.	In addition to <u>Fair</u> : One person at all times with first aid training and current certification. One person at all times with CPR training and current certification.	In addition to <u>Good</u> : All physical education staff have both first aid and CPR certification. A first aid trained individual assigned to cafeteria/playground duty at all student occupied times.	
						SUBTOTAL

H.	Other Loss Control	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Score</u>
1.	Managed Care for Injuries Page 61	Documented notification of managed care system completed with new employees.	In addition to <u>Poor</u> : Yearly notification of managed care system is reviewed with employees at the beginning of academic year.	As part of that notification, managed care explained. Medical emergency treated anywhere. Other than medical emergency, managed care doctors only choice!	In addition to <u>Good</u> : Follow up with claimant to ensure person is getting best care available.	
2.	Restricted Duty Page 61	District has no program. A belief that light duty may set a bad precedent.	Light duty program not documented, however, on a case-by-case basis some type of light duty is available.	Job descriptions including physical requirements are in writing. These are used for potential light duty assignments.	In addition to <u>Good</u> : Program is communicated yearly with managed care. Physicians are given light duty job descriptions. Light duty policy in writing. Proactive management involvement with light duty assignments.	
3.	Pre-Employment Screening Page 62	No consideration during interview process.	Perform background and reference check.	In addition to <u>Fair</u> : Job description available, which is specific to the job being filled. Documentation of the job description process is available	In addition to <u>Good</u> : Essential functions are listed and physical requirements defined. Applicant is asked about necessary accommodations to do job based on description.	
4.	WeTip Implementation	Unaware of the WeTip program	Signed up for the program and put up posters.	In addition to <u>Fair</u> , send introduction letter to parents and staff. Advertise WeTip on other permanent media such as websites, handbooks and student ID's.	In addition to <u>Good</u> : Actively remind students during classes, morning announcements and assemblies. Train student leaders as WeTip ambassadors.	
						SUBTOTAL

**NEW JERSEY SCHOOL BOARDS ASSOCIATION INSURANCE GROUP**

# **J. MONTHLY FIRE EXTINGUISHER INSPECTION INSTRUCTIONS**

The monthly fire extinguisher inspection is a "quick check" that an extinguisher is available and will operate.

Number Each extinguisher should be numbered and the number should be easily visible.

Fully Charged This should be determined by weighing or by a pressure gauge reading in the operable range.

Seal Intact - Safety seal must not be broken.

Access Clear - Nothing should block the ready availability of the extinguisher.

General Condition - Dents or other obvious physical damage should be reported.

Instructions Visible The extinguisher should be mounted so that the instructions for use face out. Missing directions should be reported.

Proper Location The location of the mounting bracket should be numbered to correspond to the extinguisher number.

Update Tag Each extinguisher should have a tag to record the date of the monthly inspection.



## MONTHLY FIRE EXTINGUISHER INSPECTION LOG

DATE	NUMBER	FULLY CHARGED		SEAL INTACT		ACCESS CLEAR		GENERAL CONDITION	INSTRUCTIONS VISIBLE		PROPER LOCATION		UPDATE TAG	
		Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	1	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	2	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	3	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	4	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	5	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	6	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	7	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	8	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	9	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	10	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	11	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	12	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	13	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	14	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	15	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	16	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No

DATE	NUMBER	FULLY CHARGED		SEAL INTACT		ACCESS CLEAR		GENERAL CONDITION	INSTRUCTIONS VISIBLE		PROPER LOCATION		UPDATE TAG	
		Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	17	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	18	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	19	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	20	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	21	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	22	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	23	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	24	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	25	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	26	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	27	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	28	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	29	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	30	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	31	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
	32	Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No

**Sample  
FIRE EXTINGUISHER INVENTORY**

Inventoried by agent, type, size, manufacturer, model, quantity, ID Code #, location and area.

AGENT	TYPE	SIZE	MFR.	MODEL	QTY #	ID CODE #	LOCATION	AREA
Dry chemical	ABC	5 lb.	Amerex	500	1		Basement	Boiler room
CO <sub>2</sub>	BC	10 lb.	Amerex	331	1		Basement	Boiler room
Dry chemical	BC	10 lb.	Amerex	419-60	1		Basement	Kitchen
Water	A	2½ lb.	Amerex	240	1		Basement	Hall
Water	A	2½ lb.	Amerex	240	1		Basement	Book storage
Halon	1211	2½ lb.	Amerex	352T	1		1 <sup>st</sup> floor	Computer room

All fire extinguishers should have an ID number and all extinguishers in the fire extinguisher storage areas should be identified. A suggestion might be as follows:

- ◆ Bar coding
- ◆ Coding by type and size, i.e. **Type/ID#/Capacity**

ABC-1-5  
 ABC-2-10  
 ABC-3-2½

Type = Listed on extinguisher  
 ID # = Assigned by district  
 Capacity = Listed on extinguisher



## ANNUAL FIRE ALARM MAINTENANCE AND TESTING REPORT

Name of School District \_\_\_\_\_  
 Name of Building \_\_\_\_\_  
 Date of Last Inspection Maintenance and Testing \_\_\_\_\_  
 Report Date \_\_\_\_\_ Report Time \_\_\_\_\_

Service Company Information	District Information
Name:	Person Verifying Test (Name):
Address:	Telephone #:
Representative:	Local Fire Official (Name):
Title:	Agency Name:
Telephone #:	Telephone #:
Monitoring Company Information	Note: This sticker must be affixed to each component tested: (Sample of Sticker)
Name:	
Telephone #:	
Type Code Transmission	Service
Multiplex	Weekly
Digital Dialer	Monthly
Reverse Polarity (BA Line)	Quarterly
R.F.	Semi-annually
Other	Other

TESTING NOTIFICATION

**Prior to Testing – Notification made to:**

Monitoring Company:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Occupants (Building): \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

## SAMPLE REQUEST FOR BID OR PROPOSAL

Date \_\_\_\_\_

The \_\_\_\_\_ Board of Education, whose office is located at \_\_\_\_\_ is soliciting bids/proposals for the maintenance and testing of the following:

Fire alarm systems and components  
Fire sprinkler systems  
Fire extinguishers

All maintenance and testing shall be done in accordance with the following Codes and Standards, and all test reports shall include the necessary information in the codes:

Fire alarm systems	NJFP 72, 1993 Ed.; NFPA 71, 1992 Ed.; and NJUFC – current code
Sprinkler systems	NFPA 13A, 1987 Ed.
Fire extinguishers	NFPA 10, 1990 Ed.

The inspection reports shall include certification that the maintenance and testing was done in accordance with the standards listed above for the appropriate system. All test measurements shall be listed and all components shall have a sticker affixed to the component or to the base indicating the date of test, initials of the technician and the company name. All forms which are a part of the maintenance and testing proposals or bids shall be submitted with the bid.

A complete packet shall be given to each bidder with the total number of components, the manufacturer, model, ID code assignment, location and the area the components are located. The bid or proposal shall be based on this information.

The bid or proposal shall also indicate:

- Response time
- Labor charges
- Parts costs
- Service call charges
- Any surcharges for holidays, after 5:00 p.m. or weekends

The frequency of testing and maintenance are as follows:

- Fire alarm system – test once per year
- Sprinkler systems – test two times per year
- Fire extinguishers – test once per year

Any item to be repaired or replaced is to be identified by ID number on the invoice with labor and component cost. A staff member of this school district shall witness the test for the fire alarm and fire/sprinkler testing (not for fire extinguisher servicing). This is necessary for payment to be made.

**FIRE ALARM MAINTENANCE AND TESTING REPORT**  
**ALARM COMPONENT INFORMATION**

Panel manufacturer and Model #: \_\_\_\_\_  
 Number of initiating zones (\*smokes, heats, etc.) \_\_\_\_\_  
 Number of indicating zones (bells, horns, etc.) \_\_\_\_\_  
 Initiating zones supervised?      Yes       No   
 Indicating zone supervised?      Yes       No

**FIRE ALARM INSPECTION**

<b>Fire Alarm Initiating &amp; Supervisory Devices</b>	<b>Qty. Ü'd</b>	<b>#Passed</b>	<b>#Failed</b>
Manual Fire Pull			
Smoke Detectors-Ionization			
Smoke Detectors-Photoelectric			
Smoke Detectors-Duct			
Projected Beam Smoke Detectors			
Heat Detectors			
Pneumatic Tubing			
Waterflow Switches			
Supervisory Switches (Water Valve)			
Smoke Detector/Door Release-Self-contained			
Smoke Detector/Door Release-Single-station			
Other			
<b>Fire Alarm Indicating Devices</b>	<b>Qty.Ü'd</b>	<b>#Passed</b>	<b>#Failed</b>
Bells			
Bells/Strobes			
Horns			
Horns/Strobes			
Strobes			
Speakers			
<b>Other Fire Alarm Components</b>	<b>Qty.Ü'd</b>	<b>#Passed</b>	<b>#Failed</b>
Fusible Links – Fire Doors			
Fusible Links – Fire Dampers			

**If any device fails test, fill out “Failed Component Report” attached.**

# FIRE ALARM MAINTENANCE AND TESTING REPORT

## PRIMARY AND SECONDARY POWER SUPPLY FOR FIRE ALARM PANEL

Primary (A)				
AC Power?	Yes	No	Voltage	Amps
Circuit Protection Type			Voltage	Amps
Disconnecting Means (Describe)			Location	
Operating Voltage	AC	DC	Amps Initiating	Amps Indicating
Secondary (B)				
Battery Type			Amp Hour Rating	
Manufacturer			Model	

Type of Battery	
	Dry Cell
	Nickel Cadmium
	Sealed Lead Acid
	Lead Acid
	Other (Specify)

	Qty. Checked	#Passed	#Failed
Lamps/LEDs			
Fuses			
Primary Power Supply			
Trouble Signals			
Ground Fault Monitoring			
Remote Annunciators			
Battery Condition (Water Corrosion)			
Terminal Condition			
Bell test on battery back-up (no AC power to panel) voltage reading at start and end of five minute bell test		Voltage Reading	
		Start	End
Charger Test			
Specific Gravity of Batteries			

**If any device fails test, fill out "Failed Component Report" attached.\***

**FIRE ALARM MAINTENANCE AND TESTING REPORT  
INTERFACE EQUIPMENT**

	<b>Qty. Checked</b>	<b>#Passed</b>	<b>#Failed</b>
Smoke Door Release-corridors			
Fan shut-down			
Fire dampers			
Smoke removal system			
Elevator recall			
Horizontal sliding doors			
Electromagnetic door locks			
Digital Communicator			

**If any device fails test, fill out “Failed Component Report” attached.\***

**CENTRAL STATION MONITORING**


**\*If any device fails test, fill out “Failed Component Report” attached.\***

This inspection, testing and maintenance procedure was done in accordance with NFPA Standard 72, 71, 13A and the New Jersey Uniform Fire Code.

Name of Fire Alarm Inspector (Contractor) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Name of Witness (School District Representative/Title) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_











## **K. GUIDELINES FOR OCCUPATIONAL SAFETY AND HEALTH PROGRAMS**

*Please Note: Physical copies are not attached.*

*Copies may be obtained from New Jersey Department of Health and Senior Services at [www.state.nj.us/health/eoh/peoshweb/odispubp.htm](http://www.state.nj.us/health/eoh/peoshweb/odispubp.htm) or call Loss Control for reference copies.*

## **L. JOINT LABOR/MANAGEMENT HEALTH AND SAFETY COMMITTEES**

*Please note: Physical copies are not attached.*

*Copies may be obtained from New Jersey Department of Health and Senior Services at [www.state.nj.us/health/eoh/peoshweb/odispubp.htm](http://www.state.nj.us/health/eoh/peoshweb/odispubp.htm) or call Loss Control for reference copies.*

## **M. NEW JERSEY WORKER AND COMMUNITY RIGHT-TO-KNOW ACT**

*Please Note: Physical copies are not attached.*

*Copies may be obtained from New Jersey Department of Health and Senior Services at [www.state.nj.us/health/eoh/peoshweb/odispubp.htm](http://www.state.nj.us/health/eoh/peoshweb/odispubp.htm) or call Loss Control for reference copies.*

## **N. PUBLIC EMPLOYEES OCCUPATIONAL SAFETY AND HEALTH RECORDKEEPING GUIDELINES (PEOSH 300 LOG)**

*Please Note: Physical copies are not attached.*

*Copies may be obtained from U.S. Department of Labor Occupational Safety & Health Administration at [www.osha.gov/recordkeeping/new-osh300form1-1-04.pdf](http://www.osha.gov/recordkeeping/new-osh300form1-1-04.pdf) or call Loss Control for reference copies.*

## **O. GUIDE TO EFFECTIVE JOINT LABOR/MANAGEMENT SAFETY AND HEALTH COMMITTEES**

*Please note: Physical copies are not attached.*

*Copies may be obtained from New Jersey Department of Health and Senior Services at [www.state.nj.us/health/eoh/peoshweb/odispubp.htm](http://www.state.nj.us/health/eoh/peoshweb/odispubp.htm) or call Loss Control for reference copies.*