

WCSIT • ISDA

Workers' Compensation Self-Insurance Trust
Illinois School District Agency



Integrated Coverage Solutions Loss Control Manual

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Accident Prevention and Safety Training

7 Loss Control Tools

There are 7 basic tools used in an effective loss control program

- Safety Director and Committee
- Effective Training and Supervision
- Hazard Identification and Risk Assessment
- Accident Investigation
- Root Cause Analysis
- Implement Corrective and Preventive Actions
- Evaluate Program Effectiveness

Safety Director and Committee

The safety director and their committee members drive the safety initiatives within the district and provide the structure to support the implementation and use of other safety tools.

Effective Training and Supervision

Employees must be trained in safe work practices, specific job safety rules, and OSHA regulations as they apply to their specific job. Effective supervision is necessary to assure compliance with workplace safety rules.

Hazard Identification and Risk Assessment

Hazard identification may be performed by any person present in the district. It is the safety committee's responsibility to collect this information and analyze the risk it presents. The safety committee must establish a method to receive hazard identification information from any person who is aware of an unsafe situation.

Accident Investigation

Capturing and recording accurate information surrounding any accident or near miss accident is vital to understanding the nature of hazards in the district and controlling or eliminating them.

- Who? What? When? Where? Why?
- Witnesses identified?
- Special circumstances involved?
- Were work rules being followed?

Root Cause Analysis

The real root cause of an accident must be determined to be able to effectively eliminate or control the hazard. The accident investigation report is necessary to perform a root cause analysis.

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Implement Corrective and Preventive Actions

The ability of the school district to effectively implement correct actions is essential for the success of the loss control program.

Evaluate Program Effectiveness

The safety committee is responsible for establishing measurement tools so the effectiveness of the loss control efforts may be assessed.

Administrative Responsibilities

The objective of the district's loss control program is to prevent accidents and to substantially reduce the frequency and severity of injuries and/or property damage at all levels. The following positions are key to a successful program. Those holding these positions should be made aware of their responsibilities and be willing to commit the personal resources necessary to fulfill them.

Safety Director

The Safety Director is appointed by the Superintendent of Schools and leads the safety initiatives within the district. The Safety Director has the discretionary authority to manage safety policies and procedures as needed and serves as the leader of the safety committee. Other essential activities that the Safety Director is responsible for include:

- Developing policies and procedures supporting the safety initiative in the district.
- The development and management of an effective safety program that addresses all school activities.
- Development and management of a plan for accident prevention to reflect:
 - Priority areas for immediate attention.
 - Plans for total and long-range program development.
- Developing measurement tools to determine effectiveness of safety team efforts.
- Evaluating and analyzing inspection data from schools and information on accident report forms and initiating proper corrective action, including, as necessary, training sessions to address specific causes of accidents.
- Directing the loss control program for the district, including the programs of the individual schools.
- Serving as a coordinator for self-inspection teams that analyze school facilities for hazards and compliance with district safety policies.
- Assisting in obtaining appropriate safety related materials for teachers, students, and support personnel.
- Working with the police and other authorities concerning traffic safety on and near school grounds.
- Coordinating the school loss control program with all departments within the district.

School Safety Committee

Each school Superintendent shall appoint a Safety Director and authorize the creation of a safety committee consisting of qualified members of different employee groups such as faculty, custodial, support staff, etc. Additionally, each campus within the school district should have a representative on the safety committee.

Functions of the Safety Committee

- Establish procedures for handling suggestions and recommendations received by the committee.
- Conduct regularly scheduled meetings for the purpose of discussing accident prevention methods, safety promotion, items noted on inspections, injury reports, and other pertinent subjects.
- Inspect selected areas of the school to identify unsafe conditions and practices.
- Investigate accidents and determine the root cause of the accident.
- Provide information to staff regarding safe work practices.
- Maintain records of activities and corrective actions.
- Utilize measurement tools to determine the effectiveness of corrective actions.

Principal

The Principal is responsible for the implementation of safety measures and hazard reduction measures as identified by the Safety Director. They must be aware of existing and potential hazards within the school and on school grounds and must interpret district rules and regulations as they relate to his/her individual school.

The Principal leads the safety initiative at the campus level by:

- Assuring compliance with the district's accident reporting and investigation policies.
- Adopting procedures for school personnel to report unsafe practices and conditions.
- Participating with the safety team during inspections of buildings, grounds, facilities, and equipment to identify hazards and unsafe conditions.
- Takes steps to promptly correct unsafe conditions and practices.
- Trains staff members in regard to safety rules and work practices.
- Participates in meetings with the safety team to review and evaluate accidents and to consider ways to prevent their recurrence.
- Enforces regulations for personal and vehicular traffic on and around school property.
- Provides for adequate supervision on playgrounds and other areas where students congregate during school hours.

Teacher

Teachers have the responsibility for safety education of the students. Safety education may be implemented by the classroom teacher in many ways. This instruction should reflect school and community conditions. The school's experience with accidents and injuries will suggest specific instructional needs. Teachers should know the safety policies and procedures of their school.

School Nurse

The school nurse is the first line provider of medical care to ill or injured students and employees. They are a valuable asset in the development and implementation of policies and procedures related to such care.

Responsibilities include:

- Assisting the principal in the development of the school's emergency care plan according to regulations and the community's emergency care resources.
- Implementing a plan for the care of students and employees who are injured or become ill at school.
- Rendering first aid in accordance with accepted first aid procedures.
- Assisting in arranging satisfactory facilities, supplies, and equipment for ill and injured students and employees.
- Providing training and supervision for others giving first aid or emergency care.
- Serving as a resource to the safety committee by providing guidance on issues related to health.

Department Supervisors

The department supervisor's position in the organizational structure allows them to actively manage assigned employees and require that workplace safety rules and procedures are followed.

The department supervisor is responsible for:

- Knowing and enforcing the safety policies for all department employees.
- Knowing and enforcing all applicable OSHA and State Dept. of Labor regulations
- Determining qualifications of employees for specific jobs.
- Instruction and training department employees on safe work practices and procedures.
- What the safe work methods are for each job and where pertinent information is obtainable.
- What safety devices and personal protective equipment are to be used on each job and to make them available.
- What to do in the event of an accident relative to first aid and calling emergency services.

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- What reports are required relative to:
 - Accident reporting.
 - Accident investigation.
 - Corrective action.

Adult Crossing Guard

The adult school crossing guard controls vehicular and pedestrian traffic at a school crossing to prevent accidents and protect the students and others.

Responsibilities:

- Directs students and others to cross the street only at the crossing guard's signal.
- Controls vehicular traffic as necessary and consistent with the safety of all concerned.
- Reports motorists who fail to comply with the provisions of the law governing the movement of vehicular traffic in relation to pedestrian traffic while in school traffic zones.
- Appears in court to testify in cases involving violations of such laws.
- Reports to the Principal students and others who are careless or who fail to obey directions.

Pedestrian and Vehicle Traffic Safety

Coordination of School Crossing Program

The locations of crosswalks, student patrols, and adult school crossing guards are the responsibility of the Principal. If there are questions, the principal should contact district administration. The administrator will work with the police coordinator or other appropriate authority to determine whether a hazard exists and to take necessary corrective action.

Pedestrian Route Plan

A pedestrian route plan shall be developed for each school to provide maximum safety. This pedestrian route plan shall consist of selected routes designated to minimize the potential risks to students and staff members going to and from school. The routes selected shall minimize the crossing of heavily traveled streets.

The following should be considered when making decisions relative to the pedestrian route plan:

- The school and the student's parents must work together to provide the necessary instruction to ensure safe walking habits. Parents should teach their children safe practices from the day they start walking to school, but schools are expected to supplement safe walking instructions while children are in route to and from school.
- Safe sidewalks or pathways should be available wherever possible.
- The absence of buffer strips between sidewalk and the traveled portion of the roadway, telephone poles, or signs on the sidewalk shall be considered, recognizing that they do not automatically constitute a safety hazard.
- In cooperation with the police safety coordinator, the principal shall work diligently to make certain that the need for safe walkways is made clear to the responsible authorities.
- Particular attention should be paid to walkways in areas of heavy traffic to assure that buffer strips or guardrails are installed.
- Snow accumulation on sidewalks is not considered sufficient cause for providing transportation, unless the area being serviced is regularly snow covered. When snow causes conditions that generally are considered unsafe, school may be canceled or the start time delayed until heavy traffic has subsided. Large snow accumulations on sidewalks or shoulders may cause students to walk in the roadway. This is a hazard and must be considered when developing local guidelines.
- Crossing guards are employed to assist students in crossing intersections because it is normally more economical to utilize crossing guards than to provide bus transportation.
- Secondary students are expected to be able to cross all controlled intersections safely.

Student Traffic Safety Education

An ongoing educational program shall be conducted to inform the students of the pedestrian route plan.

- The students shall be instructed to take advantage of the existing sidewalks, adequate shoulders, and existing traffic controls.
- It is important that parents be informed and persuaded to cooperate in getting students to use the selected pedestrian routes.
- Students shall be instructed not to solicit rides to or from school.

Pavement Markings

Pavement markings may be used for crosswalk warnings.

- Crosswalk pavement markings indicate to motorists locations where heavy pedestrian movement can be anticipated.
- No pavement on the public way shall be marked without the approval of the appropriate authority.
- In general, school crosswalk pavement markings should be limited to locations adjacent to the school grounds, to the block in which the school is located or along a heavily traveled pedestrian route, when the pedestrian routes cross heavily traveled streets.

Signs

School crossing warning signs shall conform to the U.S. Department of Transportation Manual on Uniform Traffic Control Devices (MUTCD).

- These signs shall be installed as required by the appropriate authority.

Speed Limits

The reduction of speed limits adjacent to schools or at school crossings should be encouraged unless a definite need not to reduce speed is found.

- Requests for speed zoning shall be referred to the appropriate authority for investigation.
- Final determination of speed limits shall be consistent with Illinois State Codes.

Permanent Stop Signs

Stop signs shall not be used for the sole purpose of creating gaps in traffic at school crossings.

Portable Stop Signs

Portable stop signs at school crossings are nonstandard and should not be used since they increase hazards at school crossings. They build up a false feeling of security in pedestrians and tend to cause drivers to disregard permanent stop signs.

- The use of a stop sign or any other regulatory sign must be approved and installed by the appropriate authority.

School Crossing Warning Signs

School Crossing and School Advance warning signs shall be installed by the appropriate authority in accordance with the MUTCD as follows:

School Advance Sign

This sign is intended for use in advance of locations where school buildings or grounds are adjacent to the highway.

- It also may be used in advance of established school crossings not adjacent to school grounds.
- The school advance sign shall be used in advance of any installation of the school crossing sign.
- Where used, the sign should be erected no less than 150 feet and no more than 700 feet in advance of the school grounds or school crossing.
- The sign shall have a minimum height and width of 36 inches in rural areas and 30 inches in urban areas.

School Crossing Sign

This sign is intended for use at established crossings including signalized locations used by students going to and from school.

- Only crossings adjacent to schools and those on established pedestrian routes shall be signed.
- Where used, the sign shall be erected at the crosswalk or at the minimum distance possible in advance of the crosswalk.
- The sign shall have a minimum height and width of 36 inches in rural areas and 30 inches in urban areas.

Traffic Control Signs on School Grounds

The Department of Transportation (DOT) will work with the public schools and police departments to install all necessary one-way, parking, stop, and other traffic control signs on school grounds. The DOT also prepares all necessary legal documents to make the traffic control signs enforceable.

- All pavement markings on school grounds are the responsibility of the school.

Painting of Crosswalks

The DOT is responsible for painting the majority of school crosswalks. They paint crosswalks in late August and early September before schools open for the fall term. Any additions to the established list of school crossings during the school year will be painted following approval of the crossing.

- Crosswalks not on streets maintained by the state are painted by the appropriate authority.

Necessary Information -Crosswalks

In order to ensure complete coverage of all crosswalks necessary to handle the major movements of students to and from school, it is necessary for the Board of Education and the Police Department to cooperate in compiling the following information:

- A list of the crosswalks deemed necessary for paint work, described by intersection description such as Cedar Lane and Summit Avenue.
- The location and number of crosswalks at these intersections including a simple sketch of the individual crosswalks (show north on every sketch for clarity).
- The most important point to remember in compiling this list is that the major movements of students should be considered first.

Another factor to consider in the selection of crossings is to direct the movements of students rather than to locate the crossings that favor shortcuts which might create unsafe crosswalk conditions.

- The DOT recommends that mid-block crossings be kept to a minimum.
- Information about any new schools that will be opening shall be submitted to the DOT for consideration before August 1.

Traffic Control and Traffic Signs and Devices at New Schools

The traffic control pattern for a new school should be established and all appropriate signage should be in place prior to the school opening.

Traffic Control and Traffic Signs and Devices at Established Schools or on Public Roads

Questions or problems concerning traffic control and traffic control signs and devices at established schools or on public roads in the vicinity of schools should be forwarded by the principal to the superintendent.

Request should list the following items:

- Location and a simple sketch of the problem area.
- A detailed explanation of the condition considered dangerous.
- Recommended action considered appropriate to correct the situation.

Upon receipt of the request, the superintendent will make arrangements for a meeting with the principal and a representative of the police department to determine if a hazard exists or if improvements or changes should be made. If an action is considered advisable, the superintendent's office will initiate necessary action.

Student Driving and Parking Facilities

Local school rules should be developed concerning the allocation of available parking space for student automobiles on school grounds. The Illinois Public School system provides bus transportation to all students who live beyond a prescribed distance and to those students who have hazardous walking conditions regardless of distance. Although bus transportation is provided, many school programs and activities make it necessary for those students who participate to provide their own transportation.

Driving Privilege Limitations

- Student driving privileges should be limited to those students with a demonstrated need.
- If student driving privileges are to be extended beyond those with a demonstrated need, the following qualifiers should apply to the granting of permits.
 - A threshold GPA level.
 - Satisfactory attendance.
 - Satisfactory disciplinary record.
 - Satisfactory driving record.

Parking

- Students shall be required to park only in designated student parking areas.

Revocation of Privileges

A procedure shall be established for revocation of driving privileges. Some factors to consider are:

- Parking in a non-student parking area.
- Unsafe driving on school property.
- Drop in GPA.
- Drop in attendance.
- Disciplinary problems.

Faculty Parking Areas

The school principal shall designate and set aside a parking area for faculty members.

Movement of Vehicles

All employees entering school grounds in a vehicle shall notify the principal if the operation of any vehicle causes an unsafe situation.

Authorized Use of District Vehicles

A district owned vehicle is furnished for official business only and shall not be used for other purposes. Drivers of district owned vehicles must:

- Be employees of the district.
- Be holders of a valid drivers' license for the class of vehicle being driven.
- Have their Motor Vehicle Record (MVR) checked before being allowed to operate a district owned vehicle and annually thereafter.

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Rules for Driving a District Owned Vehicle

- Hitchhikers shall not be transported.
- Alterations may not be made to a district-owned vehicle unless authorized by the superintendent.
- A driver of a district vehicle involved in an accident should immediately contact police and the district administration.
- All employees of the district must use safety belts when operating or riding in a district owned vehicle.

Bicycles

A permission card shall be distributed to all students riding bicycles to school. This form must be signed by the parent, giving the student permission to ride a bike to school and agreeing to abide by the rules. Schools shall maintain a file of bike owners who are parking at school.

Bicycle Parking

All bicycles parked on school grounds should be securely locked.

Teacher Responsibility

Teachers should frequently remind children of necessary safety precautions to follow when riding a bicycle. Some of the rules for bicycle riders are:

- Keep bicycle in good mechanical condition.
- Do not ride two on a bike.
- Do not attempt to carry too many things while riding.
- Do not latch on to cars or trucks.
- Keep both hands on the handlebars.
- Keep well behind moving motor vehicles or other bicycles.
- Have proper lights and reflectors when driving at dusk or after dark.
- Give proper hand signals when turning.
- Be extra careful at railroad crossings.
- Always wear a helmet.

Bicycles on School Grounds

Riding a bicycle on school grounds during school hours is prohibited unless it is part of a school-sponsored activity.

- Students and staff who ride their bicycles to school shall dismount and walk their bicycles once on school property.

Transportation of Students

Purpose

Transporting students is the one aspect of school operation that carries both heavy responsibility and major risk.

Transportation of Students

Establish procedures for:

- Transporting students.
- Providing for the safety of school bus riders.
- Reporting disciplinary problems and denying bus riding privileges.
- Arranging transportation of special needs students.
- Scheduling and routing buses.
- Determining traffic controls needed in school areas.
- Using buses for field trips or athletic events.
- Reporting bus accidents.

School Buses

All school buses shall meet the requirements set forth by the U.S. and Illinois Departments of Transportation (USDOT & IDOT) and the Illinois School Code. Additionally, all buses used for the transportation of the handicapped shall meet the additional requirements for those vehicles.

Safety Devices

All available safety devices (i.e. seatbelts) shall be used at all times by everyone on the bus.

Bus Drivers

All bus drivers, both permanent and temporary, shall be holders of valid Illinois Certified Drivers' Licenses (CDL) for the class of vehicle they will be operating.

Recurrency Training

All drivers should be required to complete all post-certification recurrency training required by IDOT and/or the school district. An annual recurrency driver training event should be held. These are often referred to as "School Bus Rodeos" and should involve both classroom training and participation in a behind the wheel exercise to refresh handling skills. If other types of vehicles are used, such as passenger vans or sport utility vehicles, these drivers and vehicles should also be included in the driver recurrency training program.

Verification and Testing

- All prospective drivers shall have their Motor Vehicle Record (MVR) checked and approved prior to his/her start of employment with the school district and annually thereafter.
- All prospective drivers shall submit to and pass a pre-employment drug and alcohol test
- Every driver shall be subject to all of the requirements of the district's drug and alcohol testing policy as long as they are employed by the district.

Bus Stops

Bus stops should be located at points where students can be loaded and unloaded safely. Safety considerations include:

- Visibility where buses will be loading and unloading.
- Students should be visible to the driver from 200 feet in any direction.
- The Manual of Uniform Traffic Control Devices (MUTCD) states that school bus stops should be visible to approaching motorists from at least 500 feet in either direction. If this condition cannot be met, a school bus "stop ahead" sign should be installed at least 500 feet in advance of the school bus stop in accordance with the specifications outlined in the MUTCD.
- As in most cases with school or traffic signing, the local authority can best assist with this provision, and that cooperation should be actively sought as local regulations may vary.

Note: Primary consideration should be given to actual visibility of the bus and may necessitate moving a stop rather than installation of a sign. Use appropriate community resources in the decision process.

Walking to Bus Stops

Students are expected to be able to walk to centralized pickup points to await the arrival of school buses.

- The walking distance to bus stops should not be determined only by the time each student must spend walking to the bus stop.
- The walking trip should be free from hazards.
- An attempt should be made to avoid heavily traveled roads with high speed limits, high volume intersections, and uncontrolled intersections.
- Every effort should be made to have students cross as few streets as possible.
- Students should be instructed in the safest routes to follow between their homes and the bus stops. Local authorities should be willing to help develop safe walking maps.

- Where unavoidable obstacles or dangers exist, the district must make every effort to have them eliminated or the student should be picked up at a location nearer to his/her home.
- Students should be encouraged not to walk across private property in route to or from bus stops.
- Safety considerations must be coupled with travel time in establishing the walking distance to bus stops.
- The frequency of severe weather and the availability of walking paths are important factors in determining walking distance.
- The policy governing the minimum and maximum distances that children will be required to walk to bus stops should be applied equitably and consistently.
- Some exceptions may be necessary because of particular hazards or the physical condition or health limitations of individual students.

Additional Hazards

- Steep hills.
- Dangerous approaches to intersections.
- Railroad crossings.
- Narrow bridges.
- Sharp curves.
- Crowns of hills.
- Obstructed visibility.

Note: In most cases, using a parallel street, staging area or another route may aid in avoiding such hazards. Identify those areas where fog is prevalent and avoid using them as bus stops, if possible.

Spacing of Bus Stops

When students live at considerable distances from each other, the bus may be required to stop at points that are nearest to each student's residence rather than at central gathering points. Where students live close together, they may be required to walk a certain reasonable distance to a designated bus stop located at convenient intervals along the route.

- Reducing the number of stops made to load and unload reduces hazards to students, speeds up trip time, and, therefore, can save the district considerable expense. In general, students should be picked up so that they are moving toward their destination, be it in route to school in the morning or home in the afternoon.
- Every time a school bus stops on a busy road, it presents a hazard for the students on the bus and for the motoring public.

Guidelines for Loading and Unloading

- The driver should have 200 feet of clear visibility in front and to the rear of the bus while loading and unloading.

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- Since continuous supervision of students is the responsibility of the school, buses should not arrive before the school building is open and the teaching staff is on duty.
- Students should remain seated until the driver opens the door.
- Hazards from approaching vehicles can be avoided by discharging students only on the curb side of the loading/unloading zone
- Loading and unloading should be orderly, without pushing or shoving.
- Many districts achieve good results by utilizing staff members or safety patrols to meet the arriving buses and supervise the children when they are loading and unloading.
- Normal in route loading and unloading should be accomplished with the bus stopped on the extreme right traveled portion of the roadway with the red flashers activated and the stop arm deployed.
- In route loading and unloading should take place only at designated stops.
- Students should not be permitted to run or crowd on the bus steps or in the bus stop area.
- Organize loading and unloading so that younger students are not knocked down by older students.
- All students must utilize their assigned bus stop.
- It is the driver's responsibility to have each student leave the bus at the designated stop nearest the student's house. Each driver should be supplied with a list showing the names, addresses, and bus stop number of each student being transported.
- Buses that arrive at school early should be moved out of the loading area to allow buses arriving later sufficient space to unload.
- Some schools assign a loading position to each bus serving that school. In this situation, the driver should make every effort to be in the correct position on time.
- Eliminate overcrowding and congestion on buses by checking and updating student assignments to buses.
- Ensure that every student boards the proper bus.

Two techniques may be applied to help young students board the proper bus at dismissal are:

- Assign a number to each bus or a pictorial design on a window near the service door.
- Issue a name tag to be worn on the student's clothes containing the proper bus number. With this identification tag, the teachers and the drivers can ensure that the student boards the proper bus.

Driver Considerations for Loading and Unloading

- The driver must be aware of each and every unloaded student's presence before moving forward.
- Even though the driver has allowed oncoming traffic to clear, there may be other vehicles approaching the bus that fail to stop while the bus is loading or unloading.

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The driver must be alert to this situation so that he/she may warn, by voice or horn, of the oncoming danger.

- A motorist may attempt to pass the bus on the right side from the rear. This is particularly dangerous during loading and unloading.
- The driver must be particularly attentive and cautious in inclement weather.

Operation and Care of Buses

- Alcoholic beverages shall not be consumed at any time that may affect the driver's ability to operate the bus. There shall be no alcoholic beverages allowed on the bus at any time.
- There shall be no unauthorized passengers on the bus.
- There shall be no personal use of the bus by the bus driver or any other district employee.
- When there are students on the bus, the driver must be in his/her seat, prepared to prevent accidents at all times.
- Operating a safe vehicle is one of the most important duties of the driver. If the bus is in an unsafe condition, it should not be moved and the supervisor should be notified immediately.
- A bus shall not pass another bus that is loading or unloading.
- A bus shall not be fueled while students are on the bus.
- The use of tobacco in any form is not allowed on the bus.
- Students shall not be removed from the bus by the driver for disciplinary reasons unless the behavior is a threat to the safety of other students. Every effort shall be made to discharge the student at a point where his/her safety is not jeopardized.
- Any misbehavior on the bus should be reported to the Director of Transportation of the school so that the parents can be notified immediately. If appropriate action is not taken by the Director of Transportation, the driver should then contact district administration.
- Students shall not be permitted to stand or sit in the step well or on the heater or to stand forward on the stanchions beside the front seats.
- Students shall not be permitted to operate the bus door.
- In the morning, students shall not be permitted to leave the bus except at school.
- In the afternoon, students shall not be permitted to leave the bus at any place except their regular stop without written permission from the child's parents or guardian.
- Under no circumstances shall the aisle or emergency door be blocked by musical instruments, athletic equipment, or any other object.
- Buses shall not be operated with the door open, except when opened at a railroad crossing.
- Animals, pets, reptiles, fireworks, or explosives shall not be transported on the bus at any time.
- Each morning before starting a run, the driver shall make an inspection of the bus to determine if the following items are in working order:
 - Warning lights.

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- Turn signals.
- Emergency exits.
- Tires.
- Hand brake.
- Service brake.
- Stop arm.
- It is the duty of the driver to be sure that the bus is kept clean inside and outside and to present a neat, clean personal appearance at all times.
- All drivers shall use safety belts while the bus is in motion.

Policies should be established regarding:

- Transiting railroad crossings of any type.
- Providing adequate supervision at school loading and unloading zones.
- Enforcing traffic regulations on school property.
- Reporting overloading and any other unsafe practice to the Transportation Director.
- Explaining the transportation program to the community.

Bus Routes

After bus routes have been established they should not be extended unless the walking distance from home to an established bus stop is too great. Things to consider when establishing bus route:

- The roads must be fit to carry the weight of the bus. The same applies to any bridges on the route. Weight limits shall be obtained from the highway department.
- The turns required on the route must be safe with no blind corners.
- Dangerous embankments should be protected with adequate guardrails.
- If the bus must turn around, a safe and adequate turning place must be available.
- Backing of a bus must not be required.
- Single lane roads that carry two-way traffic shall be avoided.
- A route guide book with route specific instructions should be available for all bus routes.

Transportation Director Responsibilities

- They shall keep an accurate record of students transported at public expense.
- The Transportation Director shall also assume the full responsibility for the conduct of students who are transported in school buses.
- It is the duty of the Transportation Director to take action to correct any breaches of school bus safety rules.
- Provide the necessary supervision and management to assure that transportation safety rules and policies as established by the district are observed by all district employees.
- Assure that classroom instruction about bus safety rules is provided for school bus riders.

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- Assure that drivers notify them of the circumstances and details pertaining to misbehavior of students on the bus.
- The Transportation Director shall exercise his/her authority to warn the student or to suspend riding privileges, depending on the severity and the nature of the offense.
- The Transportation Director shall notify the parents in writing of complaints and actions taken, with a copy given to the principal and superintendent.

Reporting Bus Accidents

Following are minimum requirements for reporting bus accidents.

Identification of Students

Regular Transportation:

- A list or file shall be maintained in the general office of every school. The list should include all students authorized to ride on each run that is identified by destination, route, or area served or by bus number.

The following information should be included:

- Name.
- Street address.
- Home phone.
- Parent(s)/Guardian(s) work phone(s).
- Grade or homeroom teacher.
- Route identification.

Field Trips and Other Events

- The school and the chaperone should have a list of every student on the field trip.
- In case of an accident, the chaperone should assist the bus driver as necessary to maintain safety, provide assistance to other passengers, or attend to other emergency needs.

Public Relations

Parents:

The Transportation Director (or representative) should make an effort to contact the parents of students involved in the accident as soon as possible following the accident.

- Provide all the factual information known pertaining to the accident and the student (do not discuss the accident with other students).

News Media:

Guidelines should be developed for working with the media.

Action

Bus Driver:

- First, contact the police immediately and request ambulance service if necessary.
- Second, notify the Transportation Director as soon as possible.

Transportation Director:

- Notify the district office as soon as possible.
- Develop a list of names to call in the event of an accident.
- If students involved in the accident were sent to the hospital(s), arrange for administrative or supervisory personnel to go to the hospital(s).
- Notify the parent(s) of each student on the bus.
- Arrange for substitute buses to transport all children who were not injured to their homes.

District Office:

- The district office will handle all news media requests for information.
- Assure that properly completed claim forms are submitted to Sandner Group • Claims Management within 24 hours.
- In the event of serious injuries or death, Sandner Group • Claims Management should be notified by phone immediately.

Emergency Preparedness

Emergency Planning

Every teacher and administrator has the legal responsibility to provide a safe school environment and to promote the safety of all individuals connected with the school. One of these responsibilities is the preparation of detailed plans for action in an emergency brought about by any disaster.

- The need for emergency action goes beyond ordinary safety measures and those associated with fire prevention.

The following recommendations refer to the pre-emergency preparations that should be made and are designed to:

- Provide guidance to schools about planning for an emergency so that all resources and facilities of the school may be organized for maximum service. These preparations will also have employees assigned and trained to carry out emergency functions for the protection of students and staff.
- Assist the local school board in formally adopting a resolution, consistent with state and local Emergency Services Disaster Agency (ESDA) policies. Such a resolution shall authorize and direct the school administrators to promptly carry out the provisions of such resolution.

School Personnel Emergency Responsibilities

Full awareness of individual responsibilities, realization of the seriousness of the problem, and administrative guidance are necessary for a successful school emergency preparedness program (plan).

- There may be a natural tendency to begin the plan development with tremendous enthusiasm then lose interest and allow program development to lag. This tendency may be overcome by giving those involved full information on the effects of disasters.
- Planners should be told about new disaster readiness developments and be given specific tasks to perform.

Depending on the geographic location of the school in relation to possible disasters, different measures will be employed to effectively handle the following disasters:

- Floods.
- Seismic events.
- Wind storms.
- Blizzards.

State Board of Education's Role

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State Board of Education can assist local school districts by:

- Interpreting ESDA policies.
- Providing guidelines for emergency plans.
- Encouraging the inclusion of emergency preparedness principles in instruction programs.
- Advising school administrators of new disaster preparedness and ESDA developments.
- Providing consulting services and encouraging inclusion of shelter areas in building construction plans.
- Advising local school districts.
- Develop workable programs for emergency action.
- Provide for appropriate use of facilities, equipment, and supplies.
- Incorporate units of instruction in emergency and disaster preparedness into the school curriculum.

Local Board of Education's Role

The local Board of Education should:

- Issue a clear policy statement to be incorporated into the basic emergency plan.
- Obtain legal advice concerning the status of school personnel and property in times of emergency and during drills.
- Consult the State Board of Education for construction specifications related to emergency and disaster needs.
- Pass an emergency preparedness responsibility resolution to cover natural disasters and other emergencies.
- Establish a School Emergency Plan Review Committee to approve and coordinate all school emergency plans.

The committee should include the:

- School emergency coordinator.
- Safety Director
- Local ESDA or Emergency Preparedness director.
- Representative of parent-student-teacher association.

Superintendent of Schools' Role

The superintendent of schools should:

- Make recommendations to and secure needed policy statements from the Board of Education.
- Initiate the disaster preparedness program in the school system and ensure coordination between the programs of all schools.
- Designate a staff member to serve as school emergency coordinator and as a chairman of School Emergency Plan Review Committee. This staff member will be responsible for developing an overall emergency plan that will coordinate the responses of all individual schools.

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- Organize needed curriculum planning and schedule in-service training for teachers and other personnel.
- Coordinate school disaster plans with the local ESDA plans.
- Review progress and stimulate needed activity.
- Investigate the feasibility of shelter construction in new schools.

The Safety Director's Role

The Safety Director will play an active role in development of Emergency Plans:

- To assure that emergency plans do not create other risks or exposures.
- Advise safety committee members on details of Emergency Plans.
- To promote and encourage a culture of safety.

The Principal's Role

In cooperation with the school emergency coordinator, the principal should:

- Be aware of his/her responsibilities for organizing and implementing the emergency preparedness program in the school.
- Select and assign faculty members and others to the school emergency plan committee to develop a school plan.
- Coordinate the emergency plan for the school with those of other schools in the district.
- Review the plan of the building with the local emergency preparedness director.
- Delegate school emergency responsibilities to staff with regard to their abilities and normal service functions.
- Supervise the use of emergency preparedness materials and concepts in classroom instruction.
- Provide leadership for teachers by securing needed in-service training.
- Request needed emergency preparedness supplies and equipment.
- Keep the School Emergency Plan Review Committee informed regarding the emergency plan of the school.
- Inform parents concerning the emergency plan of the school.
- Provide leadership in testing the school's emergency plan and evaluating its adequacy.
- Provide an emergency communication system.

The Teacher's Role

The teacher should:

- Participate in developing the school emergency plan.
- Participate in faculty studies leading to adaptations or revisions of the curriculum and instructional programs to best meet the need for emergency preparedness.
- Provide instruction and practice in emergency preparedness and survival techniques.

- Integrate recent, pertinent emergency readiness data into regular classroom instruction.
- Include safety practices and emergency procedures as part of daily learning activities.
- Help students develop confidence in their ability to take care of themselves and to be of help to others.
- Be prepared to provide leadership for students during a period of enforced confinement.
- Be familiar with the psychological aspects of working with students under the stress of emergency situations.
- Be familiar with at least minimum first-aid procedures.
- Maintain good housekeeping practices to reduce hazards.
- Help students to understand and interpret the emergency preparedness plan for their parents.

The Nurse's Role

All personnel are expected to be trained in first-aid; the school nurse will have additional knowledge because of his/her special experiences and training. In schools where a nurse is not on duty at all times, competent persons should be trained in medical self-help and first-aid to take charge in emergencies. The school nurse should:

- Participate in the development and implementation of the school emergency plan.
- Render first-aid, treat casualties, identify and tag young children, unconscious persons, and prepare them for transportation to the hospital(s).
- Supervise and train first-aid teams, stretcher bearers, and health aides.
- Participate as a health resource person in the area of curriculum development.
- Advise students and teachers on emergency health and sanitation measures in cooperation with services of the local health department.
- Assist the principal in determining the need for additional emergency supplies and equipment.
- Coordinate the school's health services with those of the community.
- Provide for care of those with disabilities or other special needs.

Developing a School Emergency Plan

One of the implements of leadership is a well-prepared plan. Such a plan will give organization and guidance to the personnel who may be called upon to act in the event of a disaster or emergency. Such action will then be prompt and positive and each person will understand his/her part of the action.

Since each school is unique in both its internal characteristics and its community setting, no single plan can be established for all schools. Listed below are some basic elements that should be considered in emergency planning for general school situations.

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Organization

- A resolution by the local Board of Education should be obtained by the superintendent giving the needed authority and support to develop a school emergency preparedness plan.
- The local Board of Education should establish a School Emergency Plan Review Committee to function as the agent of the school board.
- The superintendent should appoint a school emergency coordinator and assign responsibilities for developing the school emergency plans.
- The school emergency coordinator should secure the counsel and assistance of the local emergency preparedness director in developing the emergency plans for the school district to ensure coordination between school and community emergency planning.

Warning and Communication

Within the school district and each individual school, authorities must know the exact means by which a warning is to be transmitted.

This warning may be transmitted by:

- Telephone.
- The local siren system.
- Other means.

Immediately upon receiving the transmitted warning, each school should put their plan into operation.

- The school emergency coordinator should consult the local ESDA director to determine the method by which an emergency warning is given to each school.
- The school principal must receive all warning messages.
- Schools should consider obtaining emergency communication equipment.
- Telephone lines are crowded during emergency conditions and should be relied on only as a secondary source.
- A carefully developed system must be implemented for alerting occupants of each school.
- A signal separate from the fire alarm is recommended. If the fire bell is used, make certain everyone understands the various signals for different emergencies.
- Communication between non-connected buildings is necessary, an intercom system is a good option.
- An auxiliary communication system is advisable in the event of power failure.
- All schools should be equipped with a transistor radio to be used after the warning. The Emergency Broadcast System (EBS) is a medium through which the school will receive emergency information. Regular broadcast stations will also disseminate official announcements and information about disaster situations.

School Emergency Plans

The School Emergency Plan Committee

- Each principal should select three to five faculty members to participate in the development of the school emergency plan.

Criteria for Selection:

- Permanent members of the school faculty.
- Faculty members who have the confidence of the principal to function well under stressful conditions.
- Faculty members who would intelligently apply themselves to the seriousness of disaster planning.

Responsibilities of the School Emergency Plan Committee:

- The listing of all possible disasters that could demand an immediate response to ensure maximum safety for the student population.
- The evaluation of school responses to each disaster listed, falling into two general categories:
 1. Evacuation of the school.
 2. Non-evacuation of the school.

Considerations for Evacuation of the School

If adequate, safe transportation home is available, the following should be considered:

- The number of buses available for immediate response to an emergency call.
- The capacity of buses available.
- Information in the school office on the means for contacting available bus drivers.
 - Bus drivers should be made aware of their responsibilities in times of emergency evacuation.
- Number and capacity of available private cars that could be used for emergency transportation if there is a shortage of buses.
- Plans should be made for alternate or optional drops to speed up the time that buses or cars cover the normal routes in transporting students home.
- Parents should be contacted in advance to determine whether or not they want their children sent home if school is evacuated, considering that some of the student body might be sent home to empty houses because of working parents, etc.
- Records should be kept making the principal aware of which students are to be kept in school custody when an evacuation is conducted.
- Facilities within the school or nearby buildings to house the remaining students should be included in the plan.

As a result of disaster affecting the school itself, it may be necessary to evacuate the entire student population to an alternate building(s) located in the area, in which case the following information should be included in the plan:

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- A map of the area locating the alternate building(s) for the housing of students.
- Planned routes of evacuation to the alternate building(s) (i.e., coordinating with the police for traffic control around alternate site(s)).
- Agreements shall be secured with the owners of the alternate building(s) allowing their use for housing students.
- Available resources in the alternate building(s) to facilitate housing of students, such as food, water, medical supplies, sanitation facilities, and sleeping areas.
- Possibilities of obtaining additional supplies if the students must be housed for an extended period of time.

Considerations for Non-Evacuation of the School

The nature of the disaster may be such that there is insufficient time to evacuate students to their homes or that transportation would be extremely hazardous, in which case the following should be considered:

- The structural stability of the school building(s) for housing students.
- A map of the school that outlines areas that afford the greatest structural stability.
- Determination of the duties of the school staff necessary for the safe housing of all students for an extended period of time.
- Available resources of the school.
 - Food (located in the school or school area).
 - Water (located in the school or school area).
 - Medical supplies (located in the school or school area).
 - Sanitation facilities (located in the school or school area).
 - Sleeping areas.
- Map of the area locating and identifying alternate sources of food, water, and medical supplies.

Survey for the School Emergency Plan

One of the basics in developing an adequate program is the awareness of the types of danger likely to be met. A survey of the area can be conducted to assess these dangers.

The survey should include:

- Man-made hazards in the vicinity of the schools, such as:
 - Oil and gas storage tanks.
 - Pipelines.
 - High voltage lines.
- Natural disasters likely to occur in the area.
 - Floods.
 - Winter storms.
 - Windstorms.
 - Earthquakes.
 - Ground subsidence.

- An evaluation of human resources and training.
- A description of the building, the best protected areas, school population, means of travel, etc.
- Existing shelters in schools and nearby buildings. (Contact the local ESDA director for this information.)

Reviewing the Plan

The completed school emergency plan should be reviewed by the School Emergency Plan Committee and annually thereafter at the beginning of each school year to make improvements and to involve and train personnel new to the district.

Approval of the Plan by the Board of Education

After the school disaster plan has been completed and reviewed, it should be approved by the Board of Education.

Publicizing the Plan

The school disaster plan should be published, distributed, and discussed with the staff, students, and parents.

- Parents can be informed by e-mail, posting on the district web site, sending material home with children, report card enclosures, discussions at parent-teacher meetings, and articles written for school and local newspapers.

Major Disasters

The disasters to which school districts are subject vary from one area to another; however, some disasters are common to almost all parts of the state. Preparation should be made for such major disasters as fallen aircraft, chemical accidents, severe windstorms, explosions, utility failure, blizzards, earthquakes, floods, flash floods, and tornadoes.

Severe Weather Conditions

If your area is subject to severe weather including heavy snows, winter storms, heavy rains, tornadoes, lightning, flooding, or severe thunderstorms, injuries and deaths from severe weather can be prevented or reduced by warning and preparedness.

- The National Weather Service's Skywarn is the severe weather notification system operated to alert local authorities and inform the public of severe weather occurrences through the broadcast media.

Definitions: Severe Weather Occurrences.

- Electrical storms.
- High winds.
- Flooding.
- Tornadoes.
- Destructive hail.

- Winter storms that can cause disruption of normal activities, property damage, injuries, and loss of life are also considered severe weather occurrences.

Severe Weather Watch

- A bulletin by the National Weather Service that conditions are such that severe weather can occur in the area designated (i.e. Tornado Watch).

Severe Weather Warning

- A bulletin by the National Weather Service that severe weather is occurring or is imminent in the area designated (i.e. Flash Flood Warning).

Sighting of Weather Hazard

- At the actual sighting of severe weather, information must be reported to local authorities immediately.
- Each school will have a severe weather preparedness plan that includes an established chain of command, provisions for someone to take charge in the principal's absence, and methods for familiarizing every staff member and student with the plan.

When Severe Weather Hits

Tornadoes

Several times in recent years, Illinois schools have been hit by tornadoes. In most instances, fortunately, classes were not in session. When students were present, school officials familiar with tornadoes safeguarded them by taking prompt action before the tornadoes hit.

When a Tornado Watch is issued:

- Listen to radio and television stations for Tornado Warnings from the National Weather Service.
- Be prepared to move out of danger at a moment's notice.
- If you are on the road, watch out for funnel clouds and, if one is sighted, drive in a direction perpendicular to the direction of travel of the funnel cloud. If that is not possible, park your vehicle and get yourself and those with you to the nearest depression in the ground (i.e. roadside ditch).

When a Tornado Warning is issued:

Act quickly to move staff and students to a place of safety.

Flash Floods

Flash flood waves, moving at incredible speeds, can roll away boulders, tear out trees, destroy buildings and bridges, and score out new channels. Walls of water can reach 10 to 20 feet.

Before the flood:

- Know the elevation of school property.
- Investigate the flood history of the area.
- Develop advance plans of what to do and where to go.

When a Flash Flood Watch is issued:

- Listen to radio and television stations for Flash Flood Warnings from the National Weather Service.
- Be prepared to move out of danger at a moment's notice.
- If you are on the road, watch out for flooding at highway dips, bridges, underpasses, and low areas due to heavy rain not observable to you but which may be indicated by thunder and lightning in the distance.

When a Flash Flood Warning is issued:

- Act quickly to move staff and students to a place of safety.
- Evacuate areas subject to flooding.
- Do not attempt to cross a flooded area by foot or in a vehicle.
- Be especially cautious at night when it is harder to recognize flood dangers.

Other Precautions:

If your area is flood-prone, plans should be made in advance as to what actions are to be taken.

- Alternate bus routes to be used.
- Notification to parents in advance as to:
 - Adjusted bus routes.
 - Where child will be picked up and where child will be taken.
 - Routes to be used by walking students.
 - Supervision by school personnel of walking students.

Lightning

Statistics show that lightning kills approximately 100 people and injures hundreds more each year. Lightning can be defined as a giant spark or flash generated by millions of volts and up to 200,000 amperes of electricity capable of tremendous destructive power. Safety precautions must be taken to avoid severe physical injury or death caused by lightning.

- Lightning generally strikes the highest object in an area. Tall buildings and trees are frequently targets.
- The most dangerous areas at school during a thunderstorm are outdoors on playgrounds, athletic fields, or under a tree.
- School administrators and teachers should make certain that students are not given outdoor assignments, P.E., sport practice, or games during a thunderstorm.

Earthquakes

An earthquake occurs without warning. Instructions should be given regarding actions to be taken in the event of an earthquake.

These should include:

- Remain where you are. Assess the situation, then act.
- Keep calm.

If indoors:

- Take cover under desks, tables, or other heavy furniture.
- Take cover in interior doorways or narrow halls.
- Stay away from windows and beware of falling objects.
- Move out from under light fixtures or other suspended objects.

If outdoors:

- Move away from buildings, if possible.
- Avoid utility poles and overhead wires.

After the quake is over:

- Do not light fires in fireplaces, stoves, furnaces, or outside until advised that it is safe to do so by authorities.
- Do not touch electrical wires that may have fallen.
- Do not enter a building until it has been declared safe.
- The teacher should take roll of students to be sure all are present. The roll should be reported to the principal or other person as directed in the school's emergency plan.
- If communications are still available with the district office, follow instructions from that location.
- If a radio is available, turn it on for the latest information.

Bomb or Bomb Threat

In the event of a bomb or bomb threat the following is suggested:

Prevention

- Rooms should be locked at all times when they are not in use.
- Teachers should briefly check the room on arrival or upon return to room during the day, and report any unusual conditions to the principal.
- Teachers should stay in the room until all students leave, then lock the door(s).
- Custodians should lock doors when he/she leaves the room after cleaning.
- The use of a Teacher's Security Checklist to be given to the principal each day with the absentee report for the principal to make available to the police if a bomb threat is received is recommended.

- Immediately notify law enforcement authorities and evacuate the building.
- Assemble teachers' security lists for clues while waiting for authorities to arrive.
- Identify priority search areas.
- Areas where the threat said the bomb might be placed.
- Return to the building only after it has been cleared by authorities.
- If bad weather exists, return to gym or auditorium only after the search of that area is complete, hold there until other rooms are checked.

Early Dismissal

As soon as it is decided that conditions warrant early dismissal:

- Bus drivers are to be notified.
- Parents should be notified if that is part of the plan.
- Supervisory personnel should be assigned to specific stations in school, on buses, or at drop off points.
- Plans for holding students after normal school hours in the event of early dismissal.

Instructions concerning bus driver's responsibilities during an early dismissal while the school bus is on its trip should include:

- Caring for children that cannot be delivered to their homes.
- Notifying the school office of conditions.

Building and Fire Safety

Fire Safety for Schools

The purpose of this chapter is to suggest minimum requirements and controls to safeguard life, property, and the welfare of students, staff, and patrons of the school from the hazards of fire and explosions.

Fire protection is a term that generally encompasses all measures relating to the safeguarding of human life and the preservation of property in the detection and extinguishing of fires.

Fire prevention should not be considered synonymous with fire protection. Instead, it is a term to indicate measures directed at preventing the inception of fire.

The prevention and the reduction of losses from fire depend upon five fundamental principles:

- Prevention of personal injuries from fires or related panic.
- Fire protection engineering.
- Regular, periodic inspection.
- Early detection and extinguishing.
- Limiting the follow-on damage resulting from a fire and its extinguishing.

Procedures in Case of Fire

Develop procedures in cooperation with your local fire department.

Procedures should include:

- Evacuation.
- Notification of the fire department.
- Reporting fires to the district office.
- A written plan.
- How to handle false alarms.

Duties of the Principal

The principal is responsible for:

- Instructing all personnel about fire exits and drills at the beginning of each school year and at the beginning of the summer session.
- Assigning a responsible person(s) to inspect all exits daily in order to make sure that all stairways, doors, and other exits are not obstructed.
- Appointing monitors to assist in the proper evacuation of all buildings.
- Informing substitute teachers and all personnel assigned to the school of the type and location of alarm devices in the school, the location of all exits, and the exit plan to be used if a fire occurs.

- Allowing sufficient time during drills so teachers can completely check the roll before the recall signal is sounded.
- Posting conspicuously, at each telephone, the emergency numbers for fire, ambulance, and police.
- Informing staff that in case of fire, all decisions will be made by the fire department officer in charge when he/she reports on the scene.
- Checking fire alarm systems prior to the start of each school day.

Role of the Safety Director

To avoid accidents and losses occurring during fire drills the Safety Director should:

- Review all fire drill and emergency evacuation plans.
- Observe annually a fire or emergency drill at each campus.
- Review all fire lanes for possible traffic conflicts from emergency service equipment.
- Assure that all points of emergency egress remain unlocked, open, and free of obstructions.
- Enlist the support of and input from the Safety Team.

Suggested Fire Drill Requirements

- Quality and Frequency of Drills.
- All schools shall conduct at least three drills during every school year.
- Adequate records of drills should be kept.

Scheduling of Fire Drills

- Every fire drill shall be an exercise in school management for the principal and teachers.
- The chief purpose of the drill is to maintain complete control of the student body.
- Great emphasis should be put on the execution of each drill in an efficient, quiet, and orderly manner. Running should be prohibited.
- In case there are students incapable of holding their places in a line moving at a reasonable pace, provisions should be made to have them taken care of by the staff, moving independently of the regular evacuation line.

Duties of Monitors

- Monitors shall assist in the proper execution of all drills.
- They shall be instructed to hold doors open in the evacuation line or to close doors where necessary to prevent the spread of fire or smoke.
- There shall be at least two substitutes for each monitor to provide for proper performance in case of absence of the regular monitors.
- The searching of lavatories or other spaces not regularly occupied shall also be the duty of the monitors.

Simulate Actual Fire Conditions

All drills should simulate an actual fire condition.

- Students should not be allowed to obtain clothing after the alarm is sounded, even when in home rooms, because of the confusion that could result while forming the lines to exit and the inherent danger of tripping over any dragging apparel.

Assembly Points Outside of Building

- Each class or group should proceed to a predetermined point outside the building and remain there while a check is made to see that all students are accounted for.
- Classes or individual students can only leave when a recall signal is given to return to the building or when dismissed.
- Such points shall be sufficiently far away from the building and from each other to avoid danger from any fire in the building, interference with fire department operations, or confusion between different classes or groups.

Motor Vehicle Traffic Control

- Where necessary for fire drill lines to cross roadways, signs reading "**STOP!**" "**SCHOOL FIRE DRILL**" or equivalent should be carried by monitors to the traffic intersection points in order to stop traffic during the drill.

Use of Alarm Bells

- All fire drill alarms shall be sounded on the fire alarm system and not on the signal system used to dismiss classes.

Preventing Accidental Recall to Building

- To ensure that students will not return to the building until it has been determined to be safe, a recall signal should be used that is distinct from other signals and cannot be mistaken for any other signal.
- If the recall signal is electrical, the controls shall be kept locked.
- The key for these controls shall be in the possession of the principal or some other designated person in order to prevent an improper recall.
- Regardless of the method of recall, the means of giving the signal shall be kept locked.
- Entry to building shall be allowed only after the fire official on the scene has given permission.

Exits to Be Clear of Obstructions

- It shall be the duty of the principals to inspect all exits daily in order to ensure that all stairways, doors, and other exits are in proper condition.

Exits in Open Plan Buildings

- Open plan buildings require extra surveillance to ensure that exit paths are maintained clear of obstruction and are clearly marked.

Evacuation of the Disabled

- In addition to the overall evacuation plan, each principal shall develop an emergency evacuation plan for disabled students and staff.
- The local fire department may be contacted for assistance in developing this plan.

The plan should include, but not necessarily be limited to, the following:

- Pre-plan for use of ramps when ramps are available.
- Designation of staging areas where disabled students or employees are to be brought promptly for a safe exit.
- Lifting and carrying wheel chair students or staff when fire and rescue personnel are not immediately available.
- Planning for the notification of deaf students.
- Assuring that disabled students and staff are not to be excluded from fire drills.
- Caring for specific medical needs.

Open Fires

Open fires (bonfires) shall be prohibited on school property.

Smoking

Is prohibited on school grounds at all times.

Storage of Flammable Liquids

Storage of flammable liquids shall be limited to quantities required for maintenance, demonstration, treatment, and laboratory work.

- Flammable liquids in laboratories shall be in containers not larger than one quart, in safety cans, or in storage cabinets.
- No gasoline-powered equipment shall be allowed inside the building except in rooms designed and approved for flammable liquids storage.

Fire Safety for Places of Assembly**Capacity**

- In every place of assembly, there shall be an occupancy certificate permanently posted in a conspicuous place near the entrance.
- The occupancy certificate shall be furnished and signed by the local fire marshal.

Exits

- It shall be the duty of the person in charge of any place of assembly to call to the attention of those present the number and location of all exits immediately prior to the beginning of the proceedings.
- Before making the announcement, it shall be the duty of such person to make an actual inspection to verify that said doors are unlocked.

It shall also be the duty of the person in charge to display or announce the following:

- For your own safety, LOOK for your nearest EXIT.
- In case of emergency, WALK, DO NOT RUN, to that EXIT.

These announcements may be accomplished by one of the following:

- Oral announcement from the stage, platform, or floor at the beginning of every proceeding.
- Showing the above notices on the screen where video presentations are shown.
- Having signs displaying the above notices printed in letters of a size and clarity that can be easily read from every point in the place of assembly.

During the period of occupancy, exit doors shall not be locked, bolted, or otherwise fastened or obstructed by any means that would keep the door from being opened from the inside.

Aisles

In each room where chairs or tables are used, the arrangement shall provide for ready access, by aisles, to each exit door.

- Aisles leading directly to an exit door shall have no less than forty-two (42) inches clear width when serving seats on both sides.
- The aisles shall not be obstructed by chairs, tables, or other objects.

Obstructions

- A stairway or hallway, corridor, vestibule, balcony, or bridge leading to an exit, whether interior or exterior, shall not be used in any way that will obstruct or restrict its use as a means of exit or that will present any other hazardous condition.
- No storage is allowed on or under stairways.

Exit Plan

A plan showing the capacity and location of exits and aisles leading to exits shall be submitted to the principal for approval and an approved copy of each room's plan shall be kept on display at all times.

Unsafe Conditions

- If any overcrowding conditions or obstructions in aisles, passageways, or exits, or any condition that constitutes a serious threat to life are found, the proceeding shall be stopped until such conditions or obstructions are corrected. **Check local, state, and national codes to assure that your procedures are in compliance.**

Decorations

- Cotton batting (either natural or artificial), straw, dry vines, leaves, trees or other highly flammable materials shall not be used for decorative purposes.
- Electric light bulbs or fixtures or any heat producing device in any building shall not be decorated with paper or combustible materials regardless of whether they are flame-proofed or not.
- Exit doors, exit lights, fire alarm sensors, pull boxes or klaxons, standpipes, and fire extinguishers shall not be concealed or obstructed by any decorative material.
- All decorations that will cover more than 10 percent of the wall surface area or that will be hung overhead must bear the Underwriters Laboratory (UL) seal or pass the flame resistance test described below.

Decorative material includes:

- Curtains.
- Draperies.
- Streamers.
- Surface coverings applied over interior finish for decorative, acoustical, or other effect. Cloth used for decorative effect.
- Not included are floor coverings, ordinary window shades, or materials one twenty-eighth (1/28") (.0357") of an inch or less in thickness that is applied directly and that adheres tightly to a non-combustible base.
- Treatments used to make material flameproof shall be repeated as often as necessary to maintain the flameproof effect.
- Plastic coated fabric shall not be used as a decorative material.
- In a place of assembly, no motion picture screen or screen masking shall be used that will ignite and allow flame to spread over the surface when exposed to the match flame test described below.

Flame Resistance Test

No decorative material shall be used which will ignite and allow flame to spread over the surface or allow burning particles to drop when exposed to a match flame applied to a piece removed and tested in a safe place.

- The piece shall be tested by being held in a vertical position with the bottom edge exposed to a flame from a match held in a horizontal position, one-half inch underneath the piece at a constant location for a minimum of twelve (12) seconds.

Fire Regulations

All special events shall be held in strict compliance with the fire code.

- Contact the fire marshal's office 14 days prior to an event to secure permission to hold any special event.

Elevators

Elevators are not be used for fire evacuation. Mark proper stairways to use for emergency egress.

Christmas Trees in Schools

Artificial trees are permitted as follows:

- All artificial trees must bear the UL seal as flame resistant if they are to be used in schools.
- Lights cannot be installed on any tree that has either a metal finish or a metal base.
- If indirect lighting is used, all components of the lighting system must be UL approved.
- Cords used cannot be run along baseboards or across corridors.
- Combustible materials are not to be used above or within a 12-inch radius of the lights.

Responsibility for Special Events

The principal of each school shall be responsible for the safety of all special events. Principals must advise the Safety Director of any special event for prior review for safety and hazard exposure. A review of insurance requirements and the opportunity for the school to be named as an additional insured during any special event should be conducted. Special events must not fall outside the District's School Use Policy.

Unique Hazards

Identification and remediation of special hazards is the responsibility of the Safety Director. With requests for the use of the school premises for special events come unique hazards and concerns. Any event differing from the day to operations of educating students in the classroom represents a special event. The Safety Director along with the Safety Team should be diligent in their efforts to identify unique hazards and take action when warranted.

Booths and Stands

All booths, stands, and platforms used for display shall be substantially constructed.

- Booths and stands shall not obstruct any exit or passageway or block any door.

Tents

Regulations for the construction and use of tents must be in compliance with the fire code.

- Any use of tents on school property must be cleared with the fire marshal seven days prior to their use.

Hazardous Gas in Balloons

No person shall use any flammable, oxidizing, toxic, corrosive, or reactive gas to inflate balloons.

- Air and inert gases that are lighter than air are not prohibited for this purpose.

Electrical Devices and Equipment

All electrical devices and equipment used on school property shall bear the UL label.

Hot Plates

If hot plates are to be used, the appliance must bear the UL label and be equipped with an on-off control switch.

- The appliance should be located so that it is not in close proximity to any combustible materials.
- Responsibility shall be placed on those individuals using hot plates to assure that the appliance is disconnected when not in use.
- This responsibility shall not be transferred to a student.

Personal Electric Heaters

Personal electric space heaters are not permitted.

- In addition to having high energy consumption, these units can be a fire and safety hazard.
- Only heaters furnished and installed by the school for temporary use will be permitted.

Compressed Gases

Each district should develop guidelines in compliance with Illinois Department of Labor (IDOL) standards.

Spray Booths

Paint spraying operations should be in detached buildings or isolated from other operations whenever possible. Proper personal protective equipment is required to be used.

Fireworks

Fireworks should not be permitted on school property.

Amateur Rocketry

Any request for model rocket launches to be done on school grounds must be reviewed by the Safety Director. Important considerations include:

- Is the request from an individual or group?

- Can the organization provide a certificate of insurance indemnifying the district in event of accident, injury, or loss?
- Is the launch supervised by responsible adults?
- Is there sufficient open space for safe launch and recovery of the rockets?
- What is the weight of the rockets and what is the maximum potential elevation it could reach?
- Are all National Association of Rocketry (NAR) safety rules being followed?

Instructional and Special Use Area Safety

Purpose

To provide recommendations for providing a safe environment in the classroom and specialized instructional areas so that staff and students can go about daily activities without undue exposure to hazards.

Safety Director's role

The Safety Director leads the training and inspection efforts of the safety team. Special use areas deserve greater scrutiny than regular classroom areas. Special use areas will normally include the introduction of new hazards as may be found in vocational shops, science labs, art rooms, and other special use areas. These hazards take many forms. Guidelines to identify unique risks are included in this section. Rules should be developed and enforced. Training should be provided to the safety team and other involved employees.

Use of Materials and Equipment

Illinois Department of Labor (IDOL) regulations shall be followed except when local or other codes require more stringent compliance.

Teachers Responsibility

- Teachers shall be familiar with the safety precautions for the use of all materials and equipment in their area.
- Careful judgment must be exercised by the teacher when permitting elementary and junior high school students to use power equipment.
- That judgment should be based on the maturity and ability of the student, the job to be done, and the safety factors involved when using the tool.

Student Responsibility

- Students shall not use any material, appliance, or equipment without the teacher's permission or without receiving prior instruction on the safe use of the particular material, appliance, tool, or equipment.
- Students shall also demonstrate their ability to use the item safely prior to use.

Safety Tests

- It is strongly recommended that safety demonstration tests be given to every student before he/she is allowed to use any specialized materials or equipment.

Safety Signs

- It is recommended that safety signs be posted in appropriate places throughout all classrooms and specialty areas.

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Housekeeping

- Unnecessary accumulation of sawdust, trash, paper, etc. creates a fire hazard. Provisions should be made for the removal of waste each day.

Cleaning Agents

- Only approved cleaning agents should be used. The use of gasoline, acetone, or carbon tetrachloride for cleaning purposes is strictly forbidden.

Aisle and Floor Marking

- It is recommended that aisles and work areas be designated by the use of traffic or similar type tape or paint as needed.

Personal Protective Equipment (PPE)

- Personal protective equipment should be provided and worn by anyone engaged in activities where injuries to the head, eyes, hearing, feet, hands, or person are possible.
- The use of any power tool or equipment requires compliance with the equipment manufacturer's instructions for required PPE.

Industrial Education Safety**Authorized Use of Industrial Education Equipment**

- The use of industrial education equipment is restricted to authorized persons only.
- Authorized persons include industrial education teachers and students enrolled in industrial education classes.
- All other use of industrial education equipment is forbidden.

Teacher's Responsibility

- Teachers have the responsibility to keep their rooms as hazard free as possible.
- Teachers should have fire extinguishers and first aid supplies readily available.

Adequate supervision is essential to a safe shop program.

- Shops shall not be left unattended while a class is at work or while equipment is in operation.
- Report the knowledge of hazardous conditions and defects relating to the shop and equipment.
- Regularly inspect equipment for safety.
- Post conspicuous notices in the shop that remind students of regulations, possible hazards, safeguards, and precautions.

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- Make certain that appropriate safety devices and guards are available, operative, and used by students.
- Make sure students know and understand the safe practices relating to the activities in which they are engaged.
- Require students to wear appropriate personal protective equipment, such as goggles, aprons, helmets, and gloves during hazardous activities.
- Purchase new equipment that has indicator lights to indicate when the equipment is on.
- Adequately instruct and demonstrate the use of hazardous equipment before permitting use by a student.
- Permit initial use only under direct supervision.
- Shut off power equipment if the teacher must leave the shop.
- Provides continuous supervision to ensure that shop safety practices are observed.
- Sets an example for students to follow by personally using safe practices.

Accident Reports

- Shop teachers should utilize the accident report form to report the causes of an accident and as a guideline for corrective action.

Instruction

The shop teacher should strive to:

- Develop a sense of responsibility in each student for their own safety and for the safety of others.
- Acquaint students with both general and specific safety practices to be followed while working in the shop.
- Help students to recognize situations involving hazards and to take the precautions necessary for self-protection and elimination of the hazards.

Methods of Safety Instruction

- Demonstrate safety consciousness by always practicing safe habits.
- Demonstrate the proper and safe use of materials and equipment that will be used by students.
- Demonstrate the proper use of personal protective equipment.
- Provide the student with safety information concerning the safe use of materials and equipment.
- Discuss the importance of the proper attitude toward safety.
- Conduct field trips to industrial plants and construction sites or provide audiovisual information to show safety practices in use.
- Request visiting speakers from business, industry, and appropriate government agencies speak on safety practices.
- Obtain industrial safety manuals and materials and have them available for students.

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Equipment Safety

- Guards and safety devices shall be maintained on equipment to protect the user.
- All hand tools should be kept clean and in safe working order at all times.
- Color coding should be used on equipment to emphasize danger zones. (Use current American National Standards Institute (ANSI) Color Code Standard as a guide).
- Students should be permitted to operate equipment only after they demonstrate the ability to use it properly.

Good Housekeeping Practices

- Ensure daily removal of all sawdust, shavings, metal cuttings, and other waste material.
- Provide properly marked bins for scrap stock.
- Provide brushes and brooms for cleaning.
- Ensure the periodic cleaning of lights, windows, and walls.
- Incorporate a cleanup program as part of the shop curriculum.
- Locate equipment to provide for easy cleaning and maintenance.

Electrical Safety

- Instruct students that all electrical circuits are to be considered "hot" and must be treated as such.
- Ensure that an approved ground is provided for all motors, fuse boxes, and switch boxes and other electrical equipment whether stationary or portable.
- Ensure that all switches controlling equipment are easily accessible to the operator.
- Ensure that motors are provided with overload protection.
- Prohibit the use of temporary wiring of any kind in the shop area.

Fire Safety

- Ensure that appropriate fire extinguishers are provided.
- Make sure students have a thorough understanding of fires with emphasis on cause, control, and prevention.
- Mark the location of fire fighting equipment with a large, bright red square, arrow, or bar high enough to be seen over the entire area.
- Assure regular inspection of fire extinguishers.
- Store all flammable liquids in approved safety containers.
- Request the provision of a flameproof blanket in appropriate areas.
- Provide for the safe bulk storage of flammable liquids, such as gasoline, paint, or thinner.
- Instruct students in the safe use of flammable liquids.
- Keep oily rags and waste in metal containers with tightly fitting lids.

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- Make a regular check to be sure that exit doors work properly and that aisles and passageways are kept clear.

General Safety Practices

Following are suggestions for common sense safety practices.

- Safety instruction should be included as an integral part of all school experiences and safety should be a part of every lesson.
- Prohibit horseplay or practical jokes of any kind.
- Command the instant attention of every student in the area during emergency situations through the use of a bell, whistle, or alarm.
- Require students to read and sign an acknowledgment of safety instruction.
- Report any hazardous condition in the area to the department head or Safety Director immediately.
- Exercise care in handling large, heavy, or long pieces of material.
- Maintenance of adequate natural and artificial lighting.
- Proper placement of furniture and equipment.
- Maintenance and proper use of guards and safety devices.
- Elimination of all fire hazards.
- Provision and maintenance of proper ventilation.
- Provision of personal protective equipment and the enforcement of its use.
- Use of color coding for defining danger areas.
- Teaching and use of safety practices in all classroom activities.

Student Responsibility

- Dress should be safe and proper for the activity. Students are required to use appropriate PPE at all times.
- Students should be involved in the safety management of the shop.
- Adjustments on equipment should be made only when the power is switched off and then only under the supervision of the teacher.
- All students should be familiar with fire drill procedure and exit routes.
- Safety practices should be used at all times while working in the shop.

Safety Rules for Portable Electric Hand Tools

- Instructor permission must be obtained before using portable electric tools.
- Be sure that the switch is in the "off" position before the tool is plugged in.
- Eye protection must be worn when operating any portable electric tool.
- Be sure that equipment is properly grounded.
- Do not use in wet areas.
- Do not wear loose or baggy clothing that could be caught in revolving parts.
- Before starting, be sure that good footing is possible and that the work area is free of obstacles.

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- The electrical cord should be inspected for breaks or exposed wires before using.
- Excessive pressure while operating portable electric tools may damage the tool and cause an accident.
- All work should be properly secured before using the tool.
- Guards should be inspected before starting to determine that they function properly.
- When portable electric saws are used, care must be taken to avoid cutting through the power supply and extension cords.
- When portable electric saws are used, the student must avoid overreaching when completing a cut. Work should be positioned and secured in a manner that allows the tool operator to "walk through" the cut safely.
- Stock must be positioned and secured in a manner that allows cutting without binding the saw blade of portable circular and bayonet saws.
- Remove the plug from the power outlet before making any adjustments or replacing a blade or cutter.
- If an extension cord must be used, make sure it is 12-gauge wire or heavier for lengths up to 100 feet and 10 gauge or heavier for lengths up to 150 feet.
- Never run a portable electric tool where there is danger of explosion or fire due to the presence of naphtha, gasoline, benzene, or other flammable substance.
- Keep fingers away from blades or cutters.

Art Class Safety

The art classroom, especially at the secondary level, often includes materials equipment and processes that are used in industry or professional studios that may be potentially hazardous to health and safety. Art teachers and students should inquire about the hazards of art materials and follow safe procedures for their use.

- Exposure to toxic substances may be through inhalation, ingestion, or absorption through the skin.
- Exposure to safety hazards may result from improper procedures or poorly maintained equipment and facilities.
- Constant awareness of potential hazards and the inclusion of related health and safety information with each lesson will mitigate the dangers and provide students with sound work habits for the future.

The following safety procedures and the information found in other sections of this manual apply to all art classrooms:

- Develop an awareness of the classroom environment and make adjustments to correct improper lighting, temperature, and ventilation in the room.
- Develop an awareness of potential health and safety hazards.
- Maintain easy access to the fire extinguisher and, if necessary, a fire blanket.
- Report to the school any malfunctioning equipment or hazardous condition.
- Maintain a clean and orderly classroom and storage area.

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- Wet floors are potentially hazardous.
- Clean up spills immediately.
- Dust accumulation in ceramic areas must be avoided.
- Use a wet mop or vacuum regularly.
- Do not sweep or brush clay, glaze, or plaster dust.
- Wash tabletops frequently.
- Include health and safety information in all instruction that relates to potentially hazardous materials or equipment.
- Post safety and health precautions in appropriate work areas.
- Remove asbestos-containing materials, lead-based glazes, and benzene from the classroom.
- Do all spraying outside or with a functioning exhaust system.
- Wear an approved respirator and work in a well-ventilated area when mixing glazes, clays, dyes, photo chemicals, and plaster.
- Mix clays and plaster outdoors, if possible.
- Store respirators and goggles in a clean airtight container, plastic bag, or cabinet.
- Clean the contact surfaces of these devices with soap and water after each use.
- Use permanent felt tip markers only in well-ventilated rooms.
- Store flammable liquids in a fire-rated cabinet.
- Do not pour flammables down a sink drain.
- Dispense flammables from a fire-rated container.
- Dispose of waste rags in a self-closing metal waste container.
- Store acids and hazardous solvents on a lower shelf in a corner of the stockroom.
- Keep containers of acid and solvent covered when not pouring.
- Acids and solvents must not be stored together.
- Label all storage containers clearly with permanent markers.
- Restrict open flame operations to an open-flame room or booth.
- Keep all flammable materials and liquids away from a kiln or open flame.
- Wear appropriate gloves or use other protective means to avoid contact with such materials as acids (photographic, etching), solvents, asphaltum, ammonium dichromate, heated metals and ceramics, paint removers, epoxy, and solvent-based glues.
- Wear appropriate goggles and other personal protective equipment during operations such as grinding, buffing, using an electric saw, carving stone, pouring acids, or melting metals.
- Keep edged tools sharpened.
- Wear work clothing in the studio and launder it frequently.
- Restrict the use of potentially hazardous solvents and solvent-based inks and paints.
- Caution students who wear contact lenses to avoid fumes and dust concentrations.
- Do not eat or drink in an art room, ceramic studio, or darkroom.
- Operate power tools in compliance with accepted safety rules.

Toxic Materials

Any materials or solvents labeled toxic or hazardous to your health must be used with extreme caution. Develop guidelines for using toxic materials and a list of materials not to be used.

Paper Cutters

Paper cutters are standard equipment in art rooms. Hazards associated with their use can be eliminated by following these procedures:

- Install the paper cutter near a corner of the room or against a cabinet, away from work and traffic areas.
- Never permit the unsupervised use of a paper cutter by elementary students.
- Remind students to exercise caution when using the paper cutter.
- Students must concentrate upon the cutting task and check that fingers and clothing are out of the way of the cutting edge.
- The cutting arm of the paper cutter should be locked in the closed position when not in use.

Crayon and Wax Melting Procedures

The following precautions must be taken when melting crayons or wax:

- A double boiler should be used so that maximum temperature of paraffin is limited to the boiling point of water.
- A thermometer must be used to constantly monitor paraffin temperature in addition to the use of an Underwriters Laboratories (UL) approved temperature-controlled heating device. (Overheating releases toxic fumes.)
- Makeshift containers must not be used in the melting process.
- Never use an open flame to melt waxes or paraffin.
- All heating devices must be UL approved.
- Heating devices must be located on a noncombustible surface.
- Paraffin must be clean and care must be taken to prevent any impurities or water in the melt.
- Do not use chlorinated synthetic waxes.
- Do not use carbon tetrachloride as a wax solvent.
- Combustibles must be kept a minimum of two feet away from heating devices.
- Only teaching staff may pour or move hot paraffin, and the heating process must be under the constant supervision of the teacher.
- Adequate classroom ventilation must be maintained during the entire process.
- Wax melting should be done during the spring, summer, or fall season when windows can be opened to improve ventilation.

Proper Use of Ceramic Kilns

- Kilns are to be fired only when a teacher is present.
- Preheating the kiln the previous day may be necessary to reach a desired temperature.
- Do not fire kilns overnight.
- Operate kiln sitters according to the directions provided by the manufacturer.
- Use premixed glazes only when they are labeled nontoxic or safe for use on eating utensils.
- Check the kilns cord and plug (if equipped) connections regularly to ensure they are in safe operating condition.
- Operate available exhaust fans during firing periods.
- Non-vented elementary school kilns should be located on a window wall, away from the work and traffic areas of the art room.
- Extension cords must not be used.
- Elementary kilns should be fired during periods of warm weather when windows can be opened for improved ventilation.
- For ceramics, soldering, and plastic forming, each school district should develop its own guidelines.

Audiovisual Equipment Safety

- Each media specialist will be responsible for proper care of all audiovisual (AV) equipment.
- At the discretion of the Principal, students may assist in the operation of AV equipment, being careful to follow normal operational and safety procedures.
- Proper training of each student must be undertaken by qualified faculty members who will supervise all activities in which AV equipment is being used.

Limitations

- Students shall not be asked to operate any piece of AV equipment unless they have been thoroughly trained by a qualified staff member.

Inspection

- All AV equipment should be inspected periodically by qualified members of the faculty and/or maintenance department.
- Equipment found to be faulty shall be "red tagged" and removed from service until repaired.

Repairs

- Under no circumstances shall any student be asked to repair AV equipment.
- All repairs shall be requested in writing to the Principal.
- To avoid errors and eliminate needless damage to equipment, all operational directions should accompany each piece of equipment.

Home Economics Safety

The following should be considered as a minimum for establishing a comprehensive set of safety rules for home economics.

- Use only gas ranges with a pilot light or electronic igniter for lighting, matches should not be used.
- Do not place paper or flammable materials on or near a stove.
- Turn off electric stoves before cleaning. (It is preferable to disconnect.)
- When cooking on the range, turn pan handles to the back or inside of the range to prevent spilling.
- Disconnect appliances by grasping the plug, not by jerking the cord.
- If a fire starts while deep frying, immediately cover with a lid to smother flames.
- Always cut away from the body.
- Always use potholders for handling large, heavy pots.
- Buy only electrical equipment approved by Underwriter's Laboratories (UL) and guaranteed by the manufacturer.
- Do not operate or connect electrical equipment when hands are wet or when standing on a wet floor.
- Outlets within 3' of a water source should be equipped with Ground Fault Circuit Interrupter (GFCI) protection.
- If smell of gas is evident, call a repairman at once and extinguish all open flames immediately.
- Keep all emergency phone numbers (fire, police, and medical) handy.
- Use only non-slip wax on floors.
- Never walk away from an electric stove without turning it off.
- Mark toxics plainly and store in locked cabinets.
- Keep a stepladder handy for reaching top shelves.
- Avoid placing metal spoons or forks in the sink disposal.
- Wrap dust from vacuum cleaners and carpet sweepers in paper and put in outside trash cans.
- If thrown into a fire, dust can explode.
- Provide a flameproof ironing board cover.
- If it is necessary to fill a steam iron while it is hot, be sure to disconnect it first.
- Always use a pincushion; do not put pins or needles in the mouth.
- To avoid cracking or breaking, do not put cold water into a hot glass or enamel utensil.
- Leave pressure cooker closed until the pressure has fallen.

Music Class Safety

The following should be considered as a minimum for establishing a comprehensive set of safety rules for music class.

- Instruments should be checked frequently to identify hazards such as loose or protruding metal.
- Students are prohibited from moving pianos.

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- All wind instruments should be cleaned frequently.
- Students should not use another's instrument.
- Metal stripping on instrumental storage shelves should be kept intact.
- Large instruments should be securely stored and placed as low to the ground as possible.
- During instrumental classes, cases should be stored out of the path of other students by placing them under a chair if small enough or by closing and placing them on a shelf.
- Fields should be checked for hazards (holes, glass, protruding objects) before each marching band practice.
- Intense heat or cold should be a determining factor in scheduling outdoor marching band practices.
- Choral risers should be checked thoroughly before being used.
- Seated risers should have a rail and step blocks for safe use.
- Unsafe riser conditions should be reported immediately to the music director and the riser removed until it is satisfactorily repaired.
- Robes and gowns should be short enough to eliminate any possibility of tripping.

Physical Education Safety

Safety is an essential part of the physical education curriculum. There are certain controls that will aid in eliminating or minimizing accidents. Make teachers and coaches aware of established rules and procedures contained in the physical education curriculum.

Periodic Inspection

- All physical education facilities, equipment, and grounds should be inspected regularly to identify and eliminate hidden hazards or unsafe conditions.
- Installation and Maintenance of Physical Education Facilities.
- There shall be continuous evaluation and research on the safety aspects of physical education facilities, equipment, and supplies.
- Only approved equipment shall be installed on playgrounds or in gymnasiums.
- The school administration shall confer with the physical education staff regarding the location of physical education equipment before installation.
- All relocation of equipment must be approved by the safety committee and the physical education staff.
- All physical education equipment shall be installed according to the manufacturer's specifications for that equipment.
- Playing surfaces should be free of obstructions, uneven surfaces, holes, and slick spots and should be on level ground when possible.
- Equipment found to be faulty should be conspicuously labeled and immediately removed from use.

Safety Instruction in Physical Education

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Adequate instruction relative to the many facets of physical education activities will eliminate many needless accidents. Instruction should be provided in proper skills and attitudes while in the locker room, gym, shower room, etc.

- Rules should be developed to cover before-class activities and supervision of those arriving early.
- Activities should be organized so that skills will be progressive.
- Care should be taken not to place students in activities or situations for which they are not mentally, physically, or functionally prepared.
- Certain activities require large areas and segregation for safe execution (i.e. archery, golf, etc.).

Equipment and Skills

Instruct students in:

- The safe use of equipment.
- The dangers inherent in each skill.
- The proper mechanics of each skill.
- Condition the student in advance for each apparatus or skill.
- Make sure that students have a clear understanding of what they are attempting.
- Provide a good demonstration of the equipment or skill either by the teacher or a capable student.
- Provide sequential instruction allowing for mastery of fundamentals before attempting more complex skills.
- Remember that the proper uniform is an important aspect of safe, pleasurable physical education.
- Remove all jewelry.
- Use athletic shoes.
- Provide a proper warm-up period before any skill is attempted.

Locker Rooms

- Locker rooms shall be used under strict adult supervision.
- Running or playing in locker rooms is prohibited.
- Standing on locker room benches is prohibited.
- Snapping of towels is prohibited.
- Swinging or chinning from bars or pipes in the locker room is prohibited.
- Benches should be inspected frequently for splinters, protruding nails, sharp corners, etc.

Indoor Track Practice

- Teams will not use corridors as practice areas until 45 minutes after the end of the school day.
- Teams will practice outside when weather permits.
- Signs will be posted stating when and where teams will be practicing inside.

- Monitors should be stationed at all corners and intersections to warn persons who may be in the halls while students are running.
- Announcements should be made over the public address system making faculty and students aware that practice has begun.
- Teams that have safe areas may practice indoors earlier than the 45 minute limit.

Teacher Directed Physical Education and Recess

The following guide has been developed to assist elementary schools in establishing sound practices for the supervision of students during recess periods. Playground aides and teachers are expected to be thoroughly familiar with these rules.

Division of Playground

- The playground must be divided into areas of activity, with aides and teachers making certain that every student knows the activity permitted in each area.

Acceptable Outdoor Activities

- Rings, tetherball, volleyball, basketball, hopscotch, and jump rope are acceptable activities on paved areas.
- Haphazard running, chasing, and tag games on the paved area are not permitted.
- Grass areas are to be used for running activities.
- Consult the Physical Education Curriculum for a detailed list of acceptable outdoor activities.
- It is the teachers' responsibility to instruct students concerning standards for safety and behavior, as well as which activities are permitted on the playground, the designated areas for these activities, and to supply the necessary equipment.
- It is the responsibility of the playground supervisor to see that common sense standards of safety and behavior are being observed, to correct students in a proper manner when deviations from these standards occur, and to enforce all playground rules.
- Students are not to play with neighborhood pets; to throw or kick dirt, stones, sticks, or debris on the playground or into neighboring yards; to attract or disturb children and pets in neighboring yards; to bounce objects on school walls; to wrestle on the ground; to climb trees; to hit one another even playfully; and to tease other students.
- Sharp objects that could cause injury, such as metal cans, broken glass, and stones, should be placed in trash cans by the teacher(s) or aide(s) on duty.
- If the quantity of such objects is large, he/she should notify the custodian and keep students away from the area until it is safe for play.
- Do not ask a student to pick up the sharp object and put it in the trash container.
- Any item on or near the playground that can cause injury, such as a hole in the ground, bees' nest in a tree and dead or broken branches, should be reported to the safety committee or building principal.

Acceptable Indoor Activities

- When rain, snow, heat, or cold dictate that students remain indoors during their recess period, it will be the responsibility of teachers to instruct their classes as to which activities are permitted within the room and to make available those games, puzzles, and other equipment that can be used.
- Consult the Physical Education Curriculum for detailed list of acceptable indoor activities.
- It is the responsibility of the teacher or aide to maintain order, to enforce proper behavior, to correct students in a constructive manner when there is a violation of rules, and to defuse situations where it appears that emotions and excitement are mounting to a point where incorrect actions may soon result.
- Students who are chronic violators of rules and those who commit serious offenses should be sent to the office with an escort.
- It is the duty of the teacher to verify that a student sent to the office did, indeed, report there.
- Injuries and illness in the classroom should be treated the same as those that occur on the playground.

Students Who Stay In During Outdoor Recess Period

If a student remains in the classroom during the outdoor recess period, for reasons of health, discipline, or to complete assigned schoolwork, he/she remains the responsibility of the teacher.

- No student shall ever be left without the supervision of a responsible adult.

Specification of "Off-Limits" Areas

Teachers should provide students the opportunity to use restrooms and water fountains before they go to the playground. Some emergencies will arise and teachers and aides are to exercise good judgment.

- No student should enter the building during recess period without the knowledge and consent of the person on duty.
- Students are not to play near windows of classrooms.
- Students are not to leave school property.

Rules for Safe Use of Permanent Outdoor Equipment

- Do not use when wet.
- Do not use if the ground surface underneath is not adequately cushioned with pea gravel, wood chips, recycled rubber, etc.
- Form a single file line while waiting turns to use equipment.
- An opposed thumb grip should be used on all climbing and swinging structures.
- Do not sit in monkey rings but rather swing from one to the other until you have reached the end.
- A student may not begin to swing on rings and bars until the student ahead of him/her has finished.

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- Concerning the jungle gym, no more than eight students on a large or four on a small jungle gym are permitted at any time.
- Caution should be exercised to avoid stepping on hands.
- Pushing and crowding around the equipment will not be tolerated.

Responsibilities of Teachers and Playground Aides and Use of Discipline

- Since the primary responsibility of the aide is the supervision of all students on the playground, he/she shall not participate in or umpire any games or activities.
- If the playground rules are being broken, teachers or aides are expected to speak to the student in question in a constructive manner.
- If students consistently violate the rules of the playground despite reminders, refer to the Discipline Policy, if one exists, for appropriate disciplinary action or send them to the office.
- If the first offense of a student is serious (example: breaking a window, fighting, using profane language), send the student to the office. The principal will determine the proper discipline.
- Never tell a student to sit in the classroom unattended for the remainder of the period.

Injuries, Illnesses and First Aid

- In case of injury to a student's pride, be sympathetic and understanding.
- In case of physical injury (i.e. splinter, cut, skinned limbs, bump on head), send the student to the office immediately in the company of a responsible fellow student.
- Each school should develop its own emergency procedures.
- In case of a serious injury, notify the office immediately by the most expedient method available.
- Any injury involving a trauma or blow to the head should be immediately reported and treated as a serious injury.
- Avoid moving the student.
- Keep the area clear of other students.
- All serious student accidents/injuries should be investigated.
- If a student becomes ill, he/she should be sent to the office or school nurse in the company of a responsible fellow student.
- Whenever possible, first aid should be administered in the health room by the school nurse or other designated person.

Procedure for Termination of Recess Period

- When the bell rings, students should line up in a designated area.
- When the line is orderly, students may be dismissed to enter the building.
- Students are to go into the building quietly in an orderly manner and single file.

Making Existing Playgrounds Safer

The teachers and aides should:

- Have a thorough knowledge of all rules.

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- These should be obtained from the school or physical education teacher.
- Know what games may be played in each area.
- Know the school's accident-reporting procedures.
- Know the school's discipline policy.
- Have a basic understanding of first aid.
- Be consistent in dealing with problems that arise and deal with problems constructively.
- Be constantly moving from area to area while keeping the total playground in view and not getting involved in specific activities.

Be alert to potential problems and discourage dangerous situations such as:

- Organized team games that result in arguments on rule interpretation.
- Individual games, like four square and tetherball, which require taking turns.
- Tag on the blacktop or confined areas, where large numbers of students may be located.
- Team games, such as basketball, taking place in the center of individual play areas.
- Students running through other games.
- Chase games on or near climbing equipment.
- Inadequate field conditions for the activity.
- A student trying a task that is too difficult for his/her age, size, or ability.
- Overcrowding of certain areas or equipment.
- Games with materials (balls, ropes, hoops, etc.) near climbing equipment.
- Poor condition of equipment.
- Poor condition of surface under equipment.

The teachers and playground aides should:

- Never send a student to an unattended classroom for the remainder of the period.
- Never leave the playground area while on duty, unless the safety, welfare, or survival of a student is dependent upon such action.

The physical education teacher should:

- Routinely check the condition of outside equipment, surfaces under equipment, and fields, making recommendations for repair when necessary.
- Help establish a standard set of rules for everyone for all games to be played at recess.
- These rules should be made available to the teachers, aides, and students.
- Review safety procedures and game courtesy with all students in the early fall and again in the early spring.
- Make suggestions for activities to be used during recess and how to best use field space.
- Assist in ordering appropriate equipment and supplies for the recess period.

The Principal should:

- Assign an appropriate number of teachers and aides to playground duty as number of students dictate.
- Supervision should be continuous.
- One adult should be dismissing one group while a second adult should be supervising those just arriving.
- Schedule the recess so similar grade levels stay together (i.e., K-2, 3-4, 5-6).
- Define boundaries for ease of supervision while maximizing play area.
- Ensure that a discipline policy is established and that students, teachers and aides are aware of it.
- Enforce the discipline policy.
- Require a periodic check of all equipment and field space by the physical education teacher.
- Require that the grounds be checked daily for broken glass and other dangerous debris (gravel on pavement, etc.).

Science Class and Lab Safety

The person in charge of the science curriculum:

- Conducts meetings at the beginning of each semester to acquaint all science teachers with the hazards associated with science instruction.
- Notifies the Principal in writing whenever hazards exist, such as defective gas or electric fixtures, broken or defective furniture, inadequate storage cabinets, or lack of fire extinguishers.
- Ensures that each science laboratory is equipped with a first aid kit and an eye wash station.
- Makes sure that combustible, toxic, or otherwise dangerous materials are kept securely locked in safe cabinets.
- Ensures that cabinets containing dangerous chemicals are plainly labeled with adequate warnings.
- Inspects chemical cabinets periodically and documents these inspections.
- Makes certain protective eyewear is available in all necessary locations.
- Makes certain that an inventory of each storeroom is done at the beginning of each semester and again at the end of the school year.
- Material Safety Data Sheets (MSDS) must be maintained for all chemicals. This is a legal requirement and should not be overlooked.
- Develop and implement a program for the disposal of outdated, highly toxic and unstable substances.

The proper storage of chemicals is a basic requirement for a safe, efficient laboratory operation.

- Minimum amounts of chemicals should be stored.
- The amount to be stored should not exceed one unit more than the normal year's usage.

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General Storage Rules

- Store all chemicals so their labels are displayed.
- Date chemicals as they are received in the laboratory.
- Keep poisons in bottles marked with skull and crossbones, and the word POISON.
- Store poisons apart from other chemicals.
- Unless materials found in unlabeled bottles can be positively identified, contact the person responsible for the science curriculum for advice on disposal.
- When storing chemicals on shelves, provide ample space between bottles so that they can be grasped firmly when taken from or placed in storage.
- Place heavy materials as near the floor as possible and brace them well.
- It is a good idea to place a ceramic or plastic pad between sulfuric acid and a wooden surface.
- Use appropriate safety containers for flammable and explosive materials.

Liquids

- Large bottles of concentrated acid and alkali should be kept on the floor and should be protected from accidental breakage.
- If a storage room is provided, only the amount of acid for current use shall be kept in the laboratory.
- Flammable liquids should be stored in original shipping containers while in the laboratory or storeroom unless in an approved safety can or an approved flammable liquid storage cabinet.
- Flammable liquids shall not be placed in glass containers exceeding a 16-ounce capacity. This rule is not intended to apply to the liquids' original shipping containers.
- Flammable liquid containers shall be tightly closed at the end of each use and checked again at the end of each laboratory period.
- Flammable and volatile liquids should not be placed or stored near heating pipes or electric fixtures.
- Flammable and volatile liquids must not be left in direct sunlight. (A liquid may act as a lens in focusing the rays of sunlight and thus start a fire.)
- Do not store chemicals that react with each other close together.

Handling of Glassware

One of the most frequent causes of accidents is the improper handling of laboratory glassware. A jagged edge can be sharp enough to sever tendons. These injuries are not uncommon. The following rules are intended to reduce that high frequency.

Cutting

- To cut glass tubing lay it flat on a table.
- Draw the file once across the tubing at the point it is to be cut.
- Use toweling between hands and glass while breaking the tubing.
- Protective eyewear must be worn.

Fire Polishing

- The ends of glass tubing are sharp and should not be used without fire polishing.
- To smooth the ends, rotate the tube in the edge of the flame until the end becomes yellow or orange. If this is done correctly, the bore of the tubing will not be changed.
- Protective eyewear must be worn.
- Be careful with heated glass as you cannot tell its temperature by looking at it.
- Heated glass gives a very painful burn.

Inserting Glass Tubing into Rubber Stopper or Tubing

- Never attempt to insert tubing having a jagged end into a stopper.
- Always fire polish.
- The ends can also be smoothed with a file or emery cloth, but fire polishing should be the first choice.
- Use water, soap, or a lubricant and put the tube into stopper as if you were screwing it in.
- Wrap a cloth around the hand or the tubing at the point of contact with the hand. This will prevent injury if the tube should break or slip.

Thistle Tubes

Extra care should be used when inserting a thistle tube into a stopper.

- **Never** hold the tube by the bowl.
- Put the hand close to the stopper and use a screwing motion.
- Be sure to wet the tube first.
- Use a cloth for protection of the hand.

Glass Wool

Glass wool and steel wool should be handled carefully to avoid getting splinters in the skin.

- Gloves should be used for this purpose.
- Cut glass wool; do not attempt to pull it apart.

Soft Glass Test Tubes

Soft glass requires special care.

- Test tubes will break readily if they are not thoroughly dry on the outside or if the flame is directed too long at one spot.

Bending Glass

- When bending glass, be sure to use caution in handling the hot glass.

Heating Glass

- Glass apparatus should be heated with fireproof gauze between the glass and the fire.
- Hard glass test tubes may be heated directly.

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- When heating liquids in a test tube, apply heat from the upper portions of the tube downward, and do not allow the heat to concentrate too long on any one spot.
- Do not look down into the tubes while heating.
- Do not point the mouth of the tube in the direction of any other person.
- If thermometers are lubricated with a silicone lubricant before they are inserted into rubber stoppers, they may be withdrawn safely after they have been used.
- Place toweling between the thermometer and the hand when removing.

Classroom and Lab Supervision

The teacher in charge shall not leave any class or laboratory while the class is in session.

- If the teacher is requested by a superior to leave the room, this responsibility is placed with the person issuing the request.
- The teacher shall make this condition clear to the superior in case he/she is not aware of the danger.
- If it should be necessary for the teacher to leave the room, another teacher or employee of the district (not a student) shall be put in charge.
- Each district should develop its own policy.

Safety Recommendations

Everyone must wear protective eyewear whenever they are doing any work in the lab or storeroom and when observing experiments or demonstrations being done by the teacher or other students.

Work Practices

- Never work alone in a science laboratory or storeroom.
- Never eat, drink, chew gum, apply make-up, or insert or remove contact lenses in a science laboratory or storeroom.
- Do not store food or beverages in the laboratory or storeroom.
- Wash hands before and after working in a science laboratory and after cleaning up spills.
- Restrain loose clothing (e.g., sleeves, full-cut blouses, neckties etc.) long hair and dangling jewelry.
- Never leave heat sources unattended (e.g. gas burners, hot plates, heating mantles, sand baths, etc.).
- Do not store reagents or apparatus on the lab bench and keep the shelves organized.
- Never place reactive chemicals in bottles, beakers, flasks, wash bottles, etc. near the edges of a lab bench.
- Use a fume hood when working with volatile substances.
- Never lean into the fume hood.
- Do not use the fume hood as a storage area.
- Obtain and read the Material Safety Data Sheets (MSDS) for each chemical before beginning any experiment.

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- Analyze new lab procedures in advance to identify potential hazards.
- Analyze accidents to prevent repetition.
- Protection should be provided not only to the lab worker but also to others working nearby.
- Do not mix chemicals in the sink drain.
- Always inform the group of plans to carry out hazardous work.
- Record who worked with what, when, and how long in order to allow meaningful retrospective contamination studies.
- Conduct regular in-house safety and health inspections with an emphasis on improvement rather than guilt.
- Inform lab occupants about what to do if an alarm bell should sound.
- Carry out regular fire or emergency drills.
- Have actions pre-planned in case of an emergency (e.g., what devices should be turned off, which escape route to use, a meeting place outside the building, the person designated to authorize reentry to the building).
- Lab teachers should have recent training in CPR and first aid.

Personal Protective Equipment (PPE)

- ANSI approved safety glasses must be worn anytime work is being done in the lab or storeroom, or whenever experiments or demonstrations by the teacher or other students are being observed.
- Gloves should be worn which will resist penetration by the chemical being handled and which have been checked for pin holes, tears, or rips.
- Wear a laboratory coat or apron to protect skin and clothing from chemicals.
- Footwear should cover feet completely and no open-toe shoes or sandals.

Facilities and Equipment

- Have separate containers available for trash and broken glass.
- Never block any escape routes and plan alternate escape routes.
- Clearly mark the location of the main gas shut off.
- Never secure a fire door in the open position.
- Never store materials in lab or storeroom aisles.
- All moving belts and pulleys should have safety guards.
- Instruct lab personnel in the proper use of the eyewash fountain by emphasizing rolling the eyeballs and turning eyelids inside out.
- Shut off the gas supply during holiday, break, and summer periods.

Science Fair Safety

Students shall not plan or prepare exhibits using the following materials, as they will not be accepted:

- Acetylene, illuminating gas, or other explosive gases or chemicals.
- Toxic materials.
- Acids or other corrosive materials.

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- Highly flammable materials.
- Gunpowder, flash powder, fireworks, or other explosives.
- Hypodermic needles.
- Dangerous animals or plants.
- Open flames.
- Biological cultures.

All electrical equipment and exhibits must conform to the appropriate electrical code in every detail.

Stagecraft Construction Safety

The following should be considered as a minimum for establishing a comprehensive set of safety rules for stagecraft construction.

- All students shall receive instruction on safe building methods and the proper use of tools, machines, and equipment.
- Appropriate PPE must be used when tools are in use.
- Construction that must support people, such as stairs, ramps, etc., shall be rigidly constructed of sound material.
- Platforms, runways, or ramps more than four feet above the ground or working area shall have guardrails on all open sides.
- Rigid anchoring and bracing shall be used on all scenery, flats, and stage props.
- The use of glass in set construction shall be avoided.
- All rigging shall be accomplished by using approved techniques.
- Ropes and cables shall be regularly inspected for wear.
- Worn or frayed rigging that may present a hazard shall be reported to the safety committee or building principal.
- Alterations or changes in flats, scenery, or props shall be made under the direct supervision of the teacher/director.
- Adequate aisles shall be maintained backstage and exits shall not be blocked.
- Student use of ladders should be supervised.
- All projected use of electric wiring or equipment in connection with school entertainment shall be subject to approval by the maintenance supervisor and should comply with applicable fire and safety codes and regulations.
- Permanent wiring shall be installed only by authorized personnel.
- Students should not be allowed to do any permanent wiring installation or repair.
- All electrical equipment shall be properly grounded.
- All work lights should be covered with shields or wire cages.
- All overhead lighting shall be securely fastened with safety chains or approved clamps.
- All cables or electrical cords shall be placed in a non-hazardous position.
- When they are not in use, they shall be coiled or racked.
- Heavy gloves shall be worn when changing lamps.

- All glass fixtures which are held overhead shall be wired or shall have a wire basket under them.
- Only authorized teachers or students shall be permitted to operate the switchboard.
- Fuses shall be changed only by authorized adult personnel.
- No stage plugs or receptacles shall be used unless they are an approved type, correct size, and rating.
- All hazards involving circuits, fusing, electrical cords, or cables shall be reported immediately to the safety committee or principal.
- Stairway and passageway lights from the stage shall be lighted when the area is in use.
- Covered cans shall be available for waste material.
- Access to standpipes and hose, fire extinguishers, and the lowering rope or other controlling devices of a fire curtain shall be kept free and unobstructed.
- Any space under a stage that is not of a fireproof construction or does not have wood construction covered with plaster, metal, or some substance offering equivalent protection, shall not be used for the storage of stage property, equipment, or any combustible materials.
- In auditoriums without fixed seats, such space may be used for the storage of folding chairs.
- No trash or rubbish shall be allowed under the stage.
- Every required ventilator over stages in places of public assembly shall be tested at least once every three months.
- During every public performance in gyms, auditoriums, or schools using movable or shifting scenery, there shall be a capable employee, or other designated person, who is competent to render assistance in case of fire in the place of assembly.
- It shall be his/her duty to have all means of fire alarm and extinguishing ready for use at all times during performances, and no other duties shall be assigned to him/her for the time the performance is in progress.
- An inspection shall be made of the seating and other public spaces in all places of assembly after each performance for the presence of sources of fire.
- The local fire department shall be notified at least 10 days in advance of the first performance using movable scenery, and the fire marshal's approval shall be received before the performance. Check local fire codes for additional information.
- Each district should also develop a school drama safety handbook.
- The Safety Committee should make regular inspections of stage prop construction and storage areas. These areas often contain many hazards.

Health

Non-Prescription Medication

Each district should establish guidelines for administering parent-approved, over-the-counter medication to students.

Prescribed Medication

Each district should establish guidelines for prescribed medication which include:

- Authorization for administration of medication.
- Responsibility of parent.
- Responsibility of Principal.
- Procedure for administering medication.

Health Care for Allergic Students

Allergies are the leading chronic disease of children below the age of 17.

It is important to establish procedures to reduce the effect of allergens on the performance of students during the school day:

- Approximately 15 to 20 percent of school students suffer from varying degrees of allergy and only one in three is receiving treatment.
- Students of elementary school age spend about one half, and secondary students about one third, of their waking hours in school. When these hours are spent in the presence of allergens, their health, attendance, and performance suffer.
- It is essential that the school environment be as free of allergens as possible.
- It is necessary that all school personnel responsible for planning and administering instructional programs be aware of the allergens that may adversely affect the functioning of students with allergies.
- School personnel should be aware of learning and behavioral problems that may be occasioned by a student's continuous allergic condition as evidenced by:
 - Tension.
 - Fatigue.
 - Hyperactivity.
- Hearing loss occasioned by blockage of the eustachian tubes can also be allergy-related.

Procedures

- In selecting materials for use in school buildings, all personnel involved in the selection and procurement process should maintain awareness of the allergic potential of the substances contained in the materials.
- Specifications must be carefully written to avoid known allergens, such as:

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- Animal hair carpet padding.
- Washed animal hair carpet padding.
- Coated animal hair padding.
- Synthetic fibers not properly heat-treated.
- Kapok.
- Feathers (down).
- Specifications should avoid irritants likely to cause reactions in allergic students, such as:
 - Odorous paint.
 - Sawdust and Wallboard dust.
 - Chemical sprays with camphor or tar.
 - Formaldehyde.
 - Paint thinners.
 - Chlorine.
 - Insect sprays with pyrethrum.
- Donations of rugs and upholstered furniture should not be accepted by schools.

Maintenance

Building maintenance should strive to reduce the amount of dust and molds in instructional areas and other locations where students spend a large part of the school day.

- School rugs should be vacuumed daily, shampooed regularly, and thoroughly dried.
- Filters in heating and air-conditioning systems should be cleaned regularly (Develop a schedule).

Mold

Mold is too complex a subject to address in detail in this manual, but the U.S. Environmental Protection Agency (EPA) offers a free download of “[Mold Remediation in Schools and Commercial Buildings](http://www.epa.gov/iaq/molds)” at www.epa.gov/iaq/molds. It is a comprehensive document that provides valuable information about prevention, detection, and remediation.

Emergency Care for Insect Stings or Nut Ingestion

Establish procedures to provide emergency medical care to any student who is stung by an insect (most commonly bees, wasps, or hornets) and who is known to be critically sensitive to the venom and to any student who ingests nuts and who is known to be critically sensitive to them.

Each district should develop procedures that include:

- Consent.
- Parent/Guardian responsibility.

- Principal's responsibility.
- Responsibilities of other district personnel for administering any necessary medication.

Control of Sound Levels

The district should recognize its responsibility to maintain conditions at school facilities conducive to the preservation of hearing.

- The district should also recognize the need for the education of young people as to the dangers of exposure to excessive noise.
- Sound levels of some activities held in school buildings or at athletic events have been shown to exceed acceptable levels.

Purpose

- To ensure that information designed to inform students of the dangers to health from exposure to loud sounds is included in the school curriculum at appropriate grade levels.
- To ensure that sustained sound levels at school sponsored activities do not exceed acceptable levels.
- To require compliance with this policy as a condition for facility use.

Procedure

The superintendent shall issue administrative regulations that include procedures for:

- Implementing the requirements for noise abatement.
- Purchasing appropriate sound measuring instruments.
- Training personnel to use the instruments.
- Reporting the results of the program to the Board of Education.
- Urging the student government or other student organizations to become involved in planning and implementing the monitoring process at each school.

Areas to consider for study are:

- Shops.
- Kitchen.
- Building trades projects.
- Indoor athletic events.
- Each district should develop administrative procedures to: define purposes, purchase equipment, train personnel, monitor sound levels, define required action when the safe sound level is violated, publicize the monitoring program, and provide regular reports.

Emergency First Aid

First aid is immediate care given to a person who has been injured or who has suddenly become ill.

- Each district should define the responsibilities for providing first aid care for students and employees, for developing an emergency care plan, and to develop procedures for providing emergency first aid training for school personnel.

School Emergency Care Program

Every school shall prepare a written procedure for providing emergency care for both students and employees.

- These procedures should be reviewed or revised at the beginning of each school year through the cooperative efforts of the Principal, staff, and the nurse.
- The written document should then be reviewed with both parents and students.

School Responsibilities

Fundamental to any emergency care program is the acceptance by school personnel of the responsibility for:

- Giving immediate care.
- Notifying the student's parents.
- Arranging for the student to get home or to a place of treatment.
- Guiding parents, when necessary, to those places of treatment.

Immediate Care

- It is desirable that several members of the school staff have the basic skill and understanding necessary to administer first aid.
- The principal, teachers, secretaries, maintenance staff, and bus drivers are all likely to be in a position where they will need to provide first aid.
- Even if a school has a full-time nurse, the school staff still needs these skills, especially the knowledge of blood stoppage and artificial respiration.
- In emergencies, because of the time factor, the nearest person may be the only one who can save a student's or employee's life.
- A qualified person with first aid training (in addition to the nurse) should be available in each school at all times when students or employees are in the school or on the school grounds.
- In larger schools, it is desirable to have a qualified person in each wing or corridor trained to give first aid in emergency situations.
- In matters of life or death, immediate first aid should be given while concurrently contacting the nearest physician or paramedic/EMT provider and then immediately calling parents/guardians.

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- Consequently, in preparing emergency care procedures, it is suggested that the school contact nearby physicians to determine their willingness to accept students or employees needing emergency treatment.
- First aid supplies should be maintained in the school in convenient, readily accessible locations such as shops, homerooms, laboratories, gymnasiums, and cafeterias.

Notification of Parents

- Parents shall be advised of a student's illness or injury if the condition requires more than first aid.
- Care should be taken to avoid undue apprehension and excitement.
- The parent should be assured that the student is receiving immediate first aid and will be transported for necessary treatment.

Getting the Student Home or to a Place of Treatment

- This responsibility should ordinarily be assumed by a parent.
- The school should have a plan in place for emergency medical assistance and transportation when required.

Emergency Information on Students

It is very important that the emergency care information be updated for each child early in the school year.

- One copy should be kept in the school's main office and one in the health room.

The emergency data needed should include:

- Name, address, and telephone number of each parent or guardian, including places of work.
- Name, address, and telephone number of the family physician, family dentist, and preferred hospital.
- Names, addresses, and telephone numbers of two relatives or neighbors who have agreed to care for a student if a parent cannot be reached.
- Pertinent health information on conditions that might necessitate immediate or specific emergency care such as:
 - Epilepsy.
 - Diabetes.
 - Drug, food, and insect sting allergies.

Reporting and Caring for an Animal Bite

- Each district should develop procedures for providing first aid and reporting any injury resulting from an animal bite.

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- In the case of a bite by a dog or other animal, infection from any of a variety of organisms is possible because of germs carried from the animal's mouth to the victim's skin and clothing and into a wound.
- Each district should develop procedures for first aid for an animal bite.
- While under the care and control of the school, a student suffering an animal bite should report immediately to the nurse, health assistant, or Principal for first aid.

Rabies Treatment

- It is critical that the police be notified immediately of all animal bites so that they can assist in the capture and quarantine of the animal.
- An animal that bites an individual must be confined and kept under observation for signs or symptoms of rabies for 10 days.
- If the animal remains healthy during the observation period, there is no longer a danger that the animal has rabies.
- Development of rabies can be prevented by immunization of the victim.
- Preventative treatment should be started immediately.
- The incubation period for the virus in humans ranges from weeks to months.

Dogs on School Grounds

Each district should develop procedures for handling dogs or other animals on school grounds.

Safety Committees

Purpose

A Safety Committee is valuable to a school district for a number of reasons:

- The committee contributes to the Safety Director's ability to monitor hazards by involving several persons with a variety of experience and knowledge.
- Smaller districts should not consider themselves too small to benefit from a Safety Committee. The Superintendent should accept personally the Safety Director position and select volunteers to perform the functions of the committee. It is imperative that the Safety Director have the discretionary management authority to create safety policy, require compliance with policies, and the ability to guide a Safety Committee.

Scope

The Safety Committee must be clear on its purpose, authority, and the scope of its duties.

These are as follows:

- Response to employee recommendations for the improvement of conditions affecting employee and student safety.
- Review of accidents, incidents, and employee and student complaints of unsafe conditions.
- Promotion of safety programs, including safety education for employees and students.
- Develop recommendations for improved conditions related to employee and student safety.
- Self-inspection of facilities.

The Safety Committee needs to establish and document specific objectives, goals, and timetables.

The Safety Committee meets these obligations through:

- Performance of inspections.
- Complaint investigation.
- Accident investigation.
- Organizing and participating in regularly scheduled meetings.
- Review loss history to identify frequency and severity of claims.

➤ **It is important that committee members are officially recognized for their contributions and are provided adequate time to perform these duties.**

Committee Meetings

Committee meetings should serve the following purposes:

- To conduct committee business.
- To present instructional programs to committee members.
- The meetings should be regularly scheduled, and the committee should adopt an attendance policy.
- To record and document actions and findings to the appropriate Administrators.

Agenda items for committee meetings may include:

- Results of inspections and investigations.
- Formulation of new recommendations and corrective actions
- Follow up on previous recommendations.
- Review special projects and unique hazards.
- Instructional programs.

Safety Inspections

One common duty of a Safety Committee is to perform inspections for safety hazards. This is one function that allows employees to become more actively involved in the safety process.

Frequently noted hazards include:

- Crowded or disorderly conditions.
- Unguarded equipment.
- Unsafe material handling.
- Slippery stairs or walkways.
- Tools or equipment in poor condition.
- Danger from flying objects.
- Inadequate lighting.
- Temperature and noise extremes.
- Poor ventilation.
- Hazards to personal security.
- Inadequate first aid supplies and equipment.

The following represent good ways to organize the inspection.

- The inspection team should also be provided with copies of accident reports, complaint reports, and previous inspection reports to familiarize themselves with the history of the area.
- If a checklist is used and a deficiency is found, a description of the deficiency needs to be included.

- If a hazardous condition is discovered and immediately corrected, it should still be noted on the report.
- The inspection team should be kept small to enhance effectiveness.

Complaints

Another duty of the safety committee is to respond to employee safety concerns.

- When a complaint is made, response should be timely.

The employee should be kept informed, in writing, about the progress of corrective action.

Accident Investigation

Safety Committee members may be assigned the task of accident investigation. The following should be considered:

- The investigation must begin as soon as possible following the accident.
- The scene must be left undisturbed once all injured parties are removed.
- Interviews with injured parties and witnesses should begin as soon as possible.
- The investigating members should use discretion and tact and must be careful not to make assumptions or draw premature conclusions.
- The purpose of the investigation is not to find fault or assess blame; it is to prevent future accidents.

A checklist or report form is helpful during accident investigations, particularly if the committee member is not familiar with accident investigation.

- The report should contain a description of the accident, all pertinent circumstances (i.e., witnesses, time, location, conditions), the use of personal protective equipment, work practices, and recommendations for prevention of future accidents.
- Photographs of undisturbed accident scenes are also helpful.

General Considerations

The Safety Committee's duty is to report unsafe conditions and make recommendations for their correction. The following is important to know:

- It is not the duty of the committee to take corrective action.
- It is also not the duty of the Safety Committee to criticize or discipline an employee for violations of the safety rules.
- The committee must not be used as a buffer or substitute for the administration's safety responsibilities and must not become involved in workplace issues unrelated to safety.
- Membership on the Safety Committee is a position of trust.
- The committee represents everyone's safety concerns, and administration relies on the committee members to identify safety issues in the school.
- The Safety Committee members should promote safety through exemplary work practice and attitude.

Meeting Frequency

The safety committee in each school shall meet at a minimum of three times per year (November, February, and May) to review the accident reports.

- Larger school districts may find it necessary to meet more frequently.

Reporting

The Safety Committee shall report to each building Principal on the activity of the committee after each meeting and send a report with recommendations to the Principal, Safety Director, and Superintendent.

Modified Duty Program

Policy

When an employee is off work due to an occupational illness or injury, the district administration is responsible for facilitating the employee's earliest possible return to productivity.

Eligible Employees

To be eligible for the modified duty program an employee must:

- Have an occupational illness or injury which makes him or her unable to return to previous job assignments
- Be capable of carrying out work of a lighter/modified nature as evidenced by a written statement from a physician.

Communication

The appropriate district administrator is responsible for notification to employees by memo, email, or other direct communication of the districts adoption of a modified duty policy.

Departmental Responsibilities

The first report form and completed Modified Duty "Job Function Evaluation" (JFE) should accompany the employee to the treating physician. Should job restrictions be required, the JFE forms will help the district identify opportunities to return the employee to a viable position while recovering from their injury or illness.

Return to Work

If the employee is not able to return to regular duty, then the physician needs to outline in specific detail what restrictions should be in place that would allow the employee to return to work in a modified duty capacity. A JFE for the employee's position is provided for the treating physician to review.

Modified Duties

Modified duty is a temporary phase for a worker recovering from a work-related injury.

- It is a way to ease the employee back into work routines without causing further harm.
- It gives the employee the chance to make a meaningful and productive contribution during the transitional phase.
- It is a temporary situation, which will end once a doctor says the injured worker can resume regular duties.
- It provides an opportunity for the employee to rebuild strength gradually and to learn to perform tasks in ways that can prevent future injuries.

Modified Duty Suggestions

- Modified duty could include less strenuous or stressful parts of the employee's normal job.
- It could also involve normal job tasks performed on a part-time basis or at a slower rate to accommodate the employee's recovery.
- It could be decided to assign a special project to a recovering employee. You probably have several projects that you'd like to get done, but no one ever seems to have the time to do them. This might be an ideal opportunity to proceed with one of these projects.
- District Administrators may provide suitable temporary work in another department if such work is available.

School Fire Safety

District Name:

Name of School: Area:

Date of Inspection: Date of Last Inspection:

Names of Inspection Personnel:

Inspection Items (“Y” = Yes, “N” = No, “N/A” = Not applicable)

Y N N/A

Sprinkler Systems

1. Valves:

- a. Are all valves open?
- b. Any corrosion present on valves or fittings?
- c. Are all valves locked open or electronically monitored?

2. Flow alarms:

- a. Does flow alarm activate building fire alarm system?
- b. Are monthly flow tests conducted?

3. Dry pipe systems:

- a. Is proper air pressure in system maintained/monitored?
- b. Does low air pressure activate fire alarm system trouble signal?

4. Are pressure or storage tanks:

- a. Checked for proper pressure?
- b. Checked for proper water level?
- c. Checked for low pressure (low water alarm system should activate fire alarm system trouble signal)?

Exhibit 1

WCSIT/ISDA LOSS CONTROL MANUAL

Y N N/A

5. Are piping & sprinkler head:

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. Checked for leaks & corrosion? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. Checked for adequate hangers? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c. Checked for proper storage clearance? |

6. Standpipe & Hose equipment:

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. Is hose properly stored & readily accessible? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. Is hose attached to standpipe with nozzle open & ready for use? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c. Is hose serviceable without leaks, decay, etc.? |

Fire Extinguishers

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Do all employees in the district receive instruction on the proper use of fire extinguishers in an emergency? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Are fire extinguishers maintained, serviced, and inspected regularly? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Are fire extinguisher locations clearly marked and known by all employees? |

Emergency Planning

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Is there an established Emergency Coordinator and chain of command? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Are assigned staff duties and responsibilities understood? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Has a system to account for all staff members and students following an evacuation been established? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Is an updated list of staff and student emergency contact information maintained? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Are floor plans clearly posted throughout building showing evacuation routes and alternate means of escape and designating "safe areas" (fire alarm pull stations, fire extinguishers, first aid areas, etc)? |

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Exhibit 1

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Y N N/A

Fire Drills

- 1. Are fire drills conducted with adequate frequency?
- 2. Is there a safe area designated for occupants to evacuate to?
- 3. Are evacuation routes and alternate means of escape available and practiced during drills?
- 4. Are special circumstance drills held under varying conditions?

Exits

- 1. Are recognizable exit signs maintained?
- 2. Are unobstructed exits and exit pathways maintained?
- 3. Are unlocked doors operable by anyone desiring to evacuate?
- 4. Is emergency lighting checked on a regular basis?
- 5. Is combustible storage prohibited near exits, exit enclosures, or under stairways?

Electrical

- 1. Is combustible storage present in electrical and mechanical rooms?
- 2. Are electric motors maintained & cleaned properly?
- 3. Are all electrical cords that are across or adjacent to foot traffic areas taped down or tied up and stored out of the way?
- 4. Are all electrical outlets within 4' of water source GFCI protected?
- 5. Are power strips overloaded with extension cords?
- 6. Are electrical panels properly labeled, with no open slots and have a 3' clearance directly in front of the panel and clear path to the panel?

Flammable Storage

- 1. Do stored quantities exceed amounts necessary for demonstration, treatment, laboratory work, maintenance, or operation of equipment?

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Exhibit 1

WCSIT/ISDA LOSS CONTROL MANUAL

Y N N/A

- 1. Are combustibles stored in approved locations?
- 2. Are flammable liquids properly stored inside or outside the school building?
- 3. Is all gasoline, kerosene, or diesel fuel properly stored outside the school building?
- 4. Are oily rags or similar materials stored in metal, metal lined, or other approved containers equipped with tight-fitting covers?

Heat Sources

- 1. Are any flammable materials stored in the boiler room or near other heat sources?
- 2. Are portable heaters used in the district and inspected by the maintenance staff for proper use and locations?

Holiday Décor

- 1. Is any exit obstructed by decorative materials?
- 2. Are candles prohibited for any decorations or ceremonies?
- 3. Is natural vegetation including Christmas trees discarded if there are any signs of dryness?
- 4. Are all artificial decorations fire retardant?

a. Are all Lights:

- 1. UL listed indoor miniature lights?
- 2. UL listed exterior lights for outside?
- 3. Attached with insulated (plastic) hangers

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Exhibit 2

WCSIT/ISDA LOSS CONTROL MANUAL

School Roof Inspection

District Name:

Name of School:

Area:

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Year roof installed:

Year roof renovated (most recent):

Reason for inspection:

- Annual inspection
- Following severe weather (Check all that apply):
 - Damaging wind
 - Hail
 - Heavy rain
 - Lightning
 - Excess snow accumulation
 - Falling debris
 - Other condition(s) _____

Type of roofing system (Check all that apply):

- Thermoset single-ply membrane
- Thermoplastic single-ply membrane
- Modified bitumen
- Built-up
- Shingle
- Other (describe) _____

Inspection Items ("Y" = Yes, "N" = No, "N/A" = Not applicable)

Y	N	N/A	Condition
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of standing water on ground adjacent to storm drains
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gutters/downspouts/storm drains blocked with debris
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cracks, gaps, or other damage to gutters/downspouts/storm drains
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standing water or evidence of past standing water on roof deck
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accumulation of excessive debris on roof deck
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Suspected microbial growth or other water damage on roof deck
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of bird, rodent, or insect infestation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Roof deck material cracked, damaged, or missing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Roof deck seals cracked or broken creating openings for water intrusion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Flashing systems improperly sealed creating openings for water intrusion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cracks, gaps, or other damage to walls
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other conditions that may result in water intrusion into the building
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Suspected microbial growth on HVAC system components
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Air contaminant sources near outside air intakes to air handling units
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Outside air intakes blocked, obstructed, or broken

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INSPECTION CHECKLIST
COMMON AREAS
Entrances

District Name:

Name of School:

Area:

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

- 1. Is lighting adequate with no glare or shadows?
- 2. Is inclement weather protection provided (mats, safety strips, de-icers, etc.)?
- 3. Are tripping hazards eliminated (thresholds in good repair, no cords, etc.)?
- 4. Is safety glass installed in all doors?
- 5. Are all exterior doors secured with dead bolt locks & panic hardware?
- 6. Are any exterior doors obstructed?
- 7. Are exit signs in working order?
- 8. Have all emergency lighting units been inspected in the last 6 months?

Comments:

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Exhibit 4

WCSIT/ISDA LOSS CONTROL MANUAL

INSPECTION CHECKLIST COMMON AREAS Stairs and Hallways

District Name:

Name of School:

Area:

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Is housekeeping adequate (floor dressing properly applied, adequate sweeping and pick-up procedures, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Is lighting adequate to eliminate glare and shadows? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Are treads in good repair and of nonskid material? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Are handrails provided on both sides and in good repair? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Are landings free of stored materials, equipment, etc.? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Are ramps provided with nonskid surfaces in good condition? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Are elevation differences between floors clearly defined and properly lighted? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Have all fire extinguishers undergone maintenance in the last 12 months? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Are all fire extinguishers properly tagged? |

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INSPECTION CHECKLIST
COMMON AREAS
Grounds

District Name:

Name of School:

Area:

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

- 1. Is staff adequately trained in the use of lawn maintenance equipment?
- 2. Is lawn maintenance equipment used on public roadways?
If so, are they fitted with:
 - a. Directional blinkers?
 - b. Horn?
 - c. Seatbelt?
 - d. Protective rollover device?
 - e. Reverse alarm/beeper?
- 3. Are herbicides, insecticides, or fertilizers (HIF) applied by district personnel?
 - a. Are MSDSs available?
- 4. Are sinkholes present on the campus that present a trip or fall hazard?
- 5. What type of ground cover is used around the school building and leading to parking areas?
None Asphalt Concrete Gravel Wood mulch Grass
 - a. Is it maintained in good condition?

INSPECTION CHECKLIST
COMMON AREAS
Grounds

6. Is all equipment inspected and serviced on schedule?

a. Is this documented?

7. How are children and other non-authorized personnel kept from equipment operations and storage?

Garage storage Fenced storage Locked outdoor storage
Keyed operation Warning signs

8. Are there lakes or ponds on this property?

a. Are they fenced?

b. How deep are they?

<1' 1-2' 2-3' 3-4' 4-5' 5-6' >6'

c. How are they maintained?

District personnel Contracted personnel No maintenance

Comments:

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INSPECTION CHECKLIST
COMMON AREAS
Parking Lots

District Name:

Name of School:

Area:

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

1. What type of pavement do the parking lots have?

None Gravel Asphalt Cement

Y N N/A

a. Is this surface maintained in good condition?

2. Is snow and ice removed before the arrival of staff and students?

3. Are parking spaces reserved?

a. Are there signs posted that indicate this?

b. Are spaces clearly marked?

4. Is adequate lighting provided from the school building to the furthest parking spot?

5. Is debris collected from the parking lot daily?

a. Are trash receptacles available?

6. Are entrances and exits clearly marked for both incoming and outgoing traffic?

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**INSPECTION CHECKLIST
COMMON AREAS
Parking Lots**

7. Is the parking area used by school buses as well as staff and student vehicles?

a. Are lanes designated for school bus use only?

8. Is there a fuel pump in or near the parking lot?

a. How is it protected against collision?

Steel bollards Cement bollards Sand/water barrels
Fencing Curbs

Comments:

INSPECTION CHECKLIST
Specific Areas
Classrooms

District Name:

Name of School:

Room No.:

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

- 1. Is housekeeping adequate?
- 2. Are desks, chairs, and tables in good repair?
- 3. Is adequate aisle space provided so that a quick exit of students is possible?
- 4. Has any other floor covering (rugs, mats, carpet remnants) been placed over district provided floor covering? Does it create a tripping hazard?
- 5. Any potential hazards observable (i.e. extension cords across aisle, improperly grounded electrical equipment)?
- 6. Is there any item in the classroom that should not be there?
- 7. Are there portable space heaters used in the classroom?
- 8. Are items that require securing to walls properly attached?
- 9. Is all glass in the door and fixed panels adjacent to the door safety glass?

Comments:

INSPECTION CHECKLIST
Specific Areas
Welding/Metal Shop

District Name:

Name of School:

Area (Room No.):

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

1. Are all machines properly guarded and are guards and machines in good repair (points of operation, belts, gears, pulleys, nip points, etc.)?

Welding/Metal Shop

a. Welders

b. Oxy-/Acetylene Equipment

c. Benders (Pipe, Tube, and Sheet)

d. Shears and Brakes

e. Punch Press

f. Lathe

g. Milling Machine

h. Other (Describe)

2. Are welding curtains provided in the welding area?

3. Are compressed gas cylinders segregated by class & secured in place?

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INSPECTION CHECKLIST
Specific Areas
Wood Shop

Name of School:

Area (Room No.):

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

1. Are all machines properly guarded and are guards and machines in good repair (points of operation, belts, gears, pulleys, nip points, etc.)?

Wood Shop

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. Turning Equipment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. Drill Presses |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c. Radial Arm Saws |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d. Band Saws |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | e. Circular Saws |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | f. Table Saws |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | g. Planers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | h. Belt Sanders |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | i. Automatic Gluing Machines |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | j. Finishers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | k. Routers or Shapers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | l. Jointer |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | m. Is proper personal protective equipment available and used? (safety glasses, gloves, hearing protection) |

WCSIT/ISDA LOSS CONTROL MANUAL

Exhibit 10

INSPECTION CHECKLIST Specific Areas Auto Shop

Name of School:

Area (Room No.):

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

1. Are all machines properly guarded and are guards and machines in good repair (points of operation, belts, gears, pulleys, nip points, etc.)?

Auto Repair Shop

a. Hydraulic Lifts

b. Pneumatic Tools

c. Frame Alignment Machines

d. Hydraulic Jacks

e. Jack Stands & Portable Ramps

f. Hoists

g. Engine stands

2. Are safety devices on car lifts in good working order?

Comments:

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INSPECTION CHECKLIST
Specific Areas
Overall Shop Safety

Name of School:

Area (Room No.):

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

General Shop Safety

Y N N/A

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Are all machines properly guarded and are guards and machines in good repair (points of operation, belts, gears, pulleys, nip points, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Are self-closing containers (safety cans) available for storage of flammable liquids in use? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Are ladders provided where needed in storage areas? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Are heavy items stored on the floor or bottom shelves? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Are shelves adequate for intended load and fastened to walls? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Is personal protective equipment provided and utilized? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. Eye goggles, safety glasses, or face shields? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. Welding hoods? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | c. Apron and gloves for welding? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | d. Respirators or dust masks? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | e. Hearing protection? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Is housekeeping adequate (i.e., proper storage, clear aisle space, proper furniture and equipment arrangement, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Is personal protective equipment provided and utilized? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Are nonskid floor surfaces provided near equipment? |

WCSIT/ISDA LOSS CONTROL MANUAL

- 10. Are floors clear of slip, trip, and fall hazards?
- 11. Is all electrical equipment properly grounded and in good repair?
- 12. Are bench grinder tool rests adjusted to no more than 1/8" clearance?
- 13. Are switches and danger areas around machines color coded?
- 14. Is adequate space available for safe operation?
 - a. Are machines and equipment not crowded and arranged properly?
- 15. Is all equipment fastened to the floor or workbench?
- 16. Is the shop adequately ventilated?
- 17. Is proper ventilation provided for toxic vapors (i.e., solder, paint, etc.)?
- 18. Are personal items, such as rings, ties, etc., removed?
- 19. Is long hair tied back or put in a hair net?
- 20. Is loose clothing allowed?
- 21. Are first aid kits available and properly maintained?
- 22. Are extension cords kept to a minimum and used on a temporary basis only?
- 23. Are greasy rags stored in a covered metal container?
- 24. Are directions legibly posted on machines for the operation of all motor driven equipment?
- 25. Is equipment shut off and allowed to stop prior to making adjustments?

Comments:

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INSPECTION CHECKLIST
Specific Areas
Laboratory and Laboratory Storeroom

District Name:

Name of School: _____ Area (Room No.): _____

Date of Inspection: _____ Date of Last Inspection: _____

Names of Inspection Personnel: _____

Y N N/A

- | | |
|--|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. Is the amount of in-use glassware and chemicals kept to a minimum in work areas? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2. Is the housekeeping satisfactory? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. Is all electrical equipment properly grounded? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. Are all electrical outlets located where water cannot be spilled or splashed on them? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | a. Are outlets GFCI type? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. Are extension cords kept to a minimum and used for temporary electrical hook-up only? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. Is eye protection available and worn when needed? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7. Are gloves, aprons, and dust masks available and worn when needed? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 8. Are ladders available in storerooms if needed? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9. Are heavy items stored on lower shelves? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 10. Are chemicals kept at a sufficient operating level and not over stocked? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 11. Are chemicals clearly labeled? |

INSPECTION CHECKLIST
Specific Areas
Laboratory and Laboratory Storeroom

- 12. Are material safety data sheets (MSDS) available for all chemicals?
 - a. Is a current year inventory of chemicals available?
- 13. Are like chemicals stored together?
- 14. Are reactive chemicals stored separately?
- 15. Are large containers of acids stored together on bottom shelves or in an acid storage chest?
- 16. Are areas available for working (burning, heating, using hot plates, mixing, etc.) other than in the storeroom?
- 17. Are lab work areas adequately separated from storerooms?
- 18. Are shelves fastened to the walls?
- 19. Is the ventilation adequate for work performed?
- 20. Are toxic materials stored and labeled properly?
- 21. Is a first aid kit available and adequately maintained?
- 22. Is an eye wash facility available and operable?
- 23. Are chemicals controlled under lock and key when not in use?
- 24. Are gas shut off valves accessible, labeled, and in proper operating condition?
- 25. Is the glass in doors and adjacent fixed panels safety glass?

Comments:

INSPECTION CHECKLIST
Specific Areas
Art Department

District Name:

Name of School:

Area (Room No.):

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Is the housekeeping satisfactory? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Is trash disposed of in metal waste containers? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Is trash removed from the classroom in a timely fashion? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Is clearance from kilns to combustibles at least 36"? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Is ventilation adequate? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. In the area of the kilns? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. In the area of the clay mixing? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Are toxic materials being used? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a. In the area of the kilns? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | b. In the area of the clay mixing? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Are flammable paints and thinners properly handled and stored? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Are hand wash and eyewash facilities immediately available? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Are all chemicals stored properly and labeled? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Are material safety data sheets available? |

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INSPECTION CHECKLIST
Specific Areas
Art Department

- 11. Is appropriate personal protective equipment available?
- 12. Are floor surfaces around the kiln non-slip?
- 13. Are self-closing waste receptacles available for flammable debris?
- 14. Is a blade guard in place on the paper cutter?

Comments:

INSPECTION CHECKLIST
Specific Areas
Athletic and Recreation Areas

District Name:

Name of School:

Area (Room No.):

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

1. Are lockers in good condition and secured to the floor or wall with no sharp projections?

2. Are light fixtures in the gym and the locker room properly guarded?

3. Is the gym equipment in good condition (i.e., no obstructions when playing games, wrestling, gymnastics, etc.)?

a. Support poles for netting?

b. Mats?

c. Balancing Beams or Parallel Bars?

d. Weights?

h. Other (Describe) _____

4. Are the bleachers in good condition and structurally adequate, both indoors and outdoors?

5. Is the condition of playing fields satisfactory?

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INSPECTION CHECKLIST
Specific Areas
Athletic and Recreation Areas

- 6. Are shower controls working properly (i.e., water not too hot)?
- 7. Are floors in shower areas clean and not slippery?
- 8. Are gym partitions operating properly?
- 9. Is the playground equipment in good condition?
- 10. Are guardrails or fences situated where needed?
- 11. Are stage areas in gym in good repair (i.e., safety hooks on winches, wire ropes to hold screens, safety chains on lights, screens, etc.)?
- 12. Are shelves fastened to the wall?
- 13. Is there a first aid kit that is properly maintained?

Comments:

INSPECTION CHECKLIST
Specific Areas
Kitchen

District Name:

Name of School:

Area (Room No.):

Date of Inspection:

Date of Last Inspection:

Names of Inspection Personnel:

Y N N/A

- 1. Is the area adequately lighted?
2. Are all floors in good condition with non-slip flooring?
3. Are floor mats placed where needed to prevent slipping?
4. Are the floor mats washed regularly?
5. Are floor mats cleaned in an area where workers will not trip on them?
6. Are chairs, tables, and other furniture in the kitchen in good repair?
7. Are traffic lanes straight?
8. Are "In" and "Out" doors marked to prevent collision?
9. Are all traffic lanes, exits, and entrances clear of obstructions?
10. Is the housekeeping satisfactory?
11. Do employees pick up or clean up all dropped items and spills immediately?
12. Does every staff member know the location of shut-offs for water, electricity, and steam that supplies the kitchen, in case of emergency?
13. Are proper fire extinguishers located in the kitchen?

INSPECTION CHECKLIST
Specific Areas
Kitchen

- 14. Is the fire extinguisher easily accessible but not near the range or oven?
- 15. Has the staff been trained on how to operate the fire extinguisher?

Walk-ins

- 1. Are thermometers in working order?
- 2. How often are they checked?
Daily Weekly Monthly Quarterly Once per Semester

Mechanical/Electrical Equipment

- 1. Are directions for the operation of all motor-driven equipment posted on the machine?
 - a. Are they legible/multilingual?
- 2. Are "ON" and "OFF" buttons easily accessible to the operators of mechanical/electrical equipment?

Gas Equipment

- 1. Are pilot lights on gas equipment operating properly and tested periodically?
- 2. Are the pilot lights burning and all burners checked before lighting gas?

Ventilation Equipment

- 1. Is the hood exhaust fan adequate to remove smoke and vapor?
- 2. Do all hood fans have an automatic shut-off switch?
- 3. Are vapor-proof lights provided in range hoods?
- 4. Are hood filters in good repair?

INSPECTION CHECKLIST
Specific Areas
Kitchen

a. How often is the exhaust hood and associated filters & ductwork cleaned to remove accumulated grease?

Daily Weekly Monthly Quarterly Once per Semester

5. Is the hood & vent system equipped with an automatic extinguisher system?

6. Are the extinguishing systems properly maintained?

Grease Fires

1. Are grease fires prevented by not filling containers too full?

2. Are grease fires extinguished by placing a cover over the fire?

3. Are greasy rags stored in a covered metal container?

Comments:

Safety Program Performance Assessment

Date: _____ Prepared by: _____

Data used for measurement obtained from:

- Safety Committee records and activity reports
- Insurance company claim data
- District accident report log
- Other (describe) _____

Accident/Injury Frequency

Accident frequency is measured by the total number of accidents reported within the school district.

- Did the number of workplace injuries in current school year increase, decrease, or stay the same?
- Was there measurable change in the number of accidents in any specific employee group?
- Was there measurable change in the number of accidents in any specific work area?
- Did the district identify target hazards or loss areas for special emphasis by the safety committee and did measurable change occur?

	<Current Year>	<Prior Year>	<2 Years Prior>
Total # of workplace injuries			
By Employee Group			
Faculty			
Food Service			
Transportation			
Custodial			
Maintenance			
Administrative			
Other (ID)			

Exhibit 16

WCSIT/ISDA LOSS CONTROL MANUAL

Accident/Injury Frequency (cont.)

Total # of workplace injuries by area	<Current Year>	<Prior Year>	<2 Years Prior>
Classroom			
Gymnasium			
Locker/Shower			
Boiler Room			
Cafeteria			
Kitchen			
Hallway			
Stairwell			
Playground			
Parking Lot			
Other (ID)			

Accident/Injury Severity

Accident & Injury Severity is measured by the total incurred dollar loss amount.

- Did the severity of workplace injuries in current school year increase, decrease, or stay the same?
- Was there measurable change in the severity of accidents in any specific employee group?
- Was there measurable change in the severity of accidents in any specific work area?

	<Current Year>	<Prior Year>	<2 Years Prior>
Total Incurred Losses			
By Employee Group			
Faculty			
Food Service			
Transportation			
Custodial			
Maintenance			
Administrative			
Other (ID)			

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Exhibit 16

WCSIT/ISDA LOSS CONTROL MANUAL

Accident Frequency and Severity by Type of Accident

- Compares frequency, severity, and type of accident
- Are trends increasing, decreasing or staying constant
- Useful for statistical analysis

Claim Type	<Current Year>		<Previous Year>		<2 Years Prior>	
	# Claims	Amount	# Claims	Amount	# Claims	Amount
Student Aggression						
Slip/Fall Outside						
Slip/ Fall Inside						
Material Handling- Lifting						
Material Handling Push/Pull						
Sports						
Repetitive Motion						
Struck by						
Cut/Amputations						
Fall Elevation						
Bending Twisting Reaching						
Motor Vehicle						
Struck Against						
Miscellaneous						
Tools/Equipment						
Total						

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Exhibit 17 WCSIT/ISDA LOSS CONTROL MANUAL

Employee Safety Performance Review Safety Observation Record

Employee Name and Position:

District Name:

Name of School:

Date of Review:

Date of Last Review:

Supervisor Conducting Review:

Y N N/A

1. Has the employee completed all required safety training?

2. Does the employee understand and follow district safety policies and procedures?

3. Does the employee know how to report safety hazards?

4. Does the employee show competence in identifying and remedying safety hazards?

5. Does the employee know the location of all first-aid and other safety equipment?

6. Does the employee know the procedure for reporting an injury and calling for help in the event of an emergency?

7. Does the employee work to the best of his/her ability to be safe in the classroom?

8. Has the employee been injured on the job in the past year?

9. If so, was the injury due to noncompliance (on the part of the employee) of safety policies/procedures?

10. Does the employee utilize all safety equipment related to his/her job duties?

11. Does the employee maintain safe use of all tools and equipment related to his/her job duties?

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WCSIT/ISDA LOSS CONTROL MANUAL

Personal Protective Equipment Chart																								
Job/Task	Safety Glasses	Goggles	Face Shield	Welding Goggles	Welding Helmet	Hard Hat	Cloth/Leather Gloves	Chemical Resistance Gloves	Weather Gloves (Wet, Cold)	High Visibility Clothing	Reflective Vest	Protective Clothing/Overclothing	Hearing Protection	Fall Protection	Dust Mask	Respirator (Cartridge)	Weather Block (Rain, Sun, Cold)	Blood Borne Pathogen Gloves	Blood Borne Pathogen Mouth Shield	Non-Slip Shoe Covering	Fire Extinguisher	Training		
Arc Welding																								
Biohazard Clean-Up																								
Campus Cleaning and Maintenance																								
Changing Fluorescent Tubes																								
Chemical Stripping Floors																								
Drill Press																								
Exterior Work Near Lots, Walks, and Roadways																								
Gas Welding																								
Grounds Maintenance																								
Lift Work																								
Portable Power Tool Use (High RPM)																								
Propane Burnisher																								
Scaffold Work (Ground Helper)																								
Scaffold Work (Platform)																								
Vomit Clean-Up																								
Mowers																								
Leaf Blowers																								
String Trimmer																								
Snow Blower																								
R = Required S = Situational																Prepared By:		Date:						

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Exhibit 19

WCSIT/ISDA LOSS CONTROL MANUAL

Accident and Illness Report					
Personal Data					
Name	Grade/Dept		Date		
Home Address		City		State	Zip
Home Phone	Student/Employee No.	Social Security No.	Age	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Description of Accident					
Location of Incident <input type="checkbox"/> Classroom <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Lunch Room <input type="checkbox"/> Outside _____ <input type="checkbox"/> Other _____					
Time of Incident <input type="checkbox"/> AM <input type="checkbox"/> PM	Date of Incident		Time Reported <input type="checkbox"/> AM <input type="checkbox"/> PM	Date Reported	
Describe what took place: _____ _____ _____ _____					
<input type="checkbox"/> Inside			<input type="checkbox"/> Outside		
Lighting: <input type="checkbox"/> Poor <input type="checkbox"/> Good <input type="checkbox"/> Excellent Floor Type: <input type="checkbox"/> Cement <input type="checkbox"/> Tile <input type="checkbox"/> Carpet <input type="checkbox"/> Wood <input type="checkbox"/> Other _____ Conditions of Floor: <input type="checkbox"/> Dry <input type="checkbox"/> Wet <input type="checkbox"/> Fresh Wax <input type="checkbox"/> New Carpet <input type="checkbox"/> Other _____			Weather: <input type="checkbox"/> Clear <input type="checkbox"/> Rain <input type="checkbox"/> Fog <input type="checkbox"/> Snow <input type="checkbox"/> Ice <input type="checkbox"/> Sleet <input type="checkbox"/> Bright <input type="checkbox"/> Cloudy <input type="checkbox"/> Dusk <input type="checkbox"/> Surface Conditions _____ Other Conditions: _____ _____		
Describe any tools, chemicals, or machinery involved in the incident: _____ _____					
Describe injury, if any: _____ _____					
Medical Attention Given					
<input type="checkbox"/> First aid given by whom: _____ <input type="checkbox"/> Ambulance Called <input type="checkbox"/> Taken to Hospital <input type="checkbox"/> Doctor/Clinic Called Hospital/Doctor's Name: _____ <input type="checkbox"/> Admitted <input type="checkbox"/> Released Hospital/Doctor's Address: _____ _____ If no medical attention was given, please explain: _____ _____					
Witnesses					
Name: _____		Address: _____		Phone: _____	
Name: _____		Address: _____		Phone: _____	

The table below, when completed, will allow the Safety Committee to assess their efforts through measurement of frequency & severity trends.

Accident Frequency is measured by the total number of accidents reported within the school district.

Accident Severity is measured by the total incurred dollar loss amount

Frequency and Severity is also indicated by the most common types of loss encountered in Illinois Public Schools

The Workers Compensation Self Insured Trust (WCSIT) Loss Control Representative will provide this information to the Safety Committee.

Statistical Loss Analysis														
Claim Type	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Totals Summary			
	# Claims	Amount	Total Claims	% of Claims	Total \$	% of \$								
Student Aggression														
Slip/Fall Outside														
Slip/ Fall Inside														
Material Handling-Lifting														
Material Handling Push/Pull														
Sports														
Repetitive Motion														
Struck by														
Cut/Amputations														
Fall Elevation														
Bending Twisting Reaching														
Motor Vehicle														
Struck Against														
Miscellaneous														
Tools/Equipment														
Total														

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Safe and Sanitary Food Prep Attire

Gloves

Gloves should be worn at all times when prepping food. Some important rules for wearing gloves in the kitchen are:

- Always wash hands before putting on gloves.
- Immediately change gloves that get ripped or that have been contaminated (by raw foods, etc).
- Throw gloves away after use. Never wash or re-use gloves.
- Change gloves between working with raw and ready to eat foods.
- Wash hands after taking gloves off.

Hair and Hair Nets

Long hair should always be pulled back when working with food, and hair nets should be worn at all times when in the kitchen regardless of hair length. Beard guards must also be worn at all times. Employees should not have any hair exposed from under the hair net when working in the kitchen, such as bangs or loose ends from a long ponytail. Remember, hair nets are intended to keep hands out of hair as much as keeping hair out of the food.

Proper Clothing and Shoes

Clothes should not impede on one's ability to safely prep food, and aprons should always be worn to keep clothes clean. Full length pants must be worn – capris, cut-offs, shorts, yoga, pajama or exercise pants should never be worn in the kitchen. Loose clothing should also be kept away from food prep areas - baggy pants, long sweaters, dresses, skirts, and hooded sweatshirts are all examples of clothes that should not be worn in the kitchen.

Shoes worn in the kitchen should provide good grip to prevent falls and fully cover the foot to prevent burns, cuts, or other injuries related to items spilling or falling off countertops. Only closed-toed tennis shoes with a good grip can be worn in the kitchen. Dress shoes, flats, sandals, slip-on or backless tennis shoes, and aged shoes with holes or slick soles should never be worn in the kitchen.

Jewelry

Jewelry should never be worn in the kitchen (watches included). Wedding rings may be worn only if the employee wears gloves at all times when working in the kitchen.

Fingernails

Fingernails must be trimmed so they are easy to clean. Employees should never wear nail polish or artificial nails when working in the kitchen.

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WCSIT/ISDA LOSS CONTROL MANUAL

Safety Policy for All Employees

Statement of Purpose

The <district name> school district desires to provide a safe workplace free of recognized hazards for all employees.

The safety of our employees is very important. We expect all employees to be safety-conscious, follow safety rules, and to immediately alert the district to any conditions in the work place that are believed to be unsafe or unhealthy. Accident prevention is important to the well-being of our employees and visitors to our schools.

Scope of Application

All employees are required to follow the workplace safety rules created by this policy as well as any job specific or site specific rules created by their Principal or Supervisor, as well as workplace safety rules imposed on the district by OSHA or the Illinois Department of Labor. Non-compliance with the district's safety policy is considered a serious matter and may be referred to Superintendent's office for disciplinary action.

Accident Reporting

All accidents involving injury are to be reported as soon as possible after the occurrence. Complete all sections on the accident reporting form and include complete details and names of witnesses.

The district's accident report form is available at <specify location> and is to be submitted to <name of responsible party>.

Hazard Reporting

All employees are responsible for reporting unsafe conditions, equipment or unsafe acts. Prompt identification of workplace hazards will help avoid serious injury.

The district's hazard report form is available at <specify location> and is to be submitted to <name of responsible party>.

Illinois Department of Labor

The Illinois Department of Labor administers the application of OSHA's workplace safety rules as they apply to all public entity employers in the state. It is the <district name> school district's intent to comply with these workplace safety rules:

STORAGE OF MATERIALS & SUPPLIES

It is recognized that clutter and accumulation of excess or rarely used items contributes to many accidents such as being struck by falling or shifting items. Limited storage for classroom supplies and materials exist and the space must be used wisely. Accumulation of excess, obsolete, or otherwise unnecessary material is not allowed in

Exhibit 22

WCSIT/ISDA LOSS CONTROL MANUAL

any location including classrooms. Storage of any material in the mechanical rooms or electrical service closets is never allowed. Custodial staff will remove and discard any items stored in mechanical rooms and service closets. Please consider the absolute necessity of personal, outside items brought in for classroom use or decoration, and plan to remove them as soon as you are through with the items.

Storage of Flammable Liquids

Gasoline and Diesel fuel is not allowed to be stored in the primary school buildings.

Gasoline and Diesel fuel containers are to be stored <designated location>

Fuel containers are to be closed when not in use.

Gasoline and Diesel fuel as well as any liquid fuel powered equipment is to be stored <designated location>.

Area Rugs, Carpets, Mats

The <district name> school district does not allow area rugs, carpet remnants or other type of accessory floor covering to be brought in without specific approval of the <name of responsible party>.

Outside Furnishings & Furniture

The <district name> school district does not allow personal furniture or other room furnishings not purchased and approved by the school district to be brought in without the specific approval of the <name of responsible party>.

Climbing & Elevated Storage

Employees of the <district name> school district are specifically prohibited from standing on or climbing on chairs, tables, desks, or any other structure not specifically designed for climbing. The district provides proper ladders, step stools, and rolling staircases which are to be used to reach any elevated area not accessible without climbing.

Use of Forklifts, Tractors, Mowers

Only employees who have been authorized by <name of responsible party> and have completed the <district name> school district's powered equipment training program are allowed to operate the district's power equipment including but not limited to; forklifts, tractors, mowers, and utility vehicles such as golf cars.

Personal Protective Equipment (PPE)

All district employees are required to adhere to the districts PPE use policy, a copy of which accompanies this safety policy as well as a form regarding proper dress in the kitchen (Chapter 9: Exhibits 18 and 21).

Control of Hazardous Energy

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WCSIT/ISDA LOSS CONTROL MANUAL

The <district name> school district maintenance department has a hazardous energy control policy to protect workers while servicing equipment or systems that contain hazardous energy such as electrical, pneumatic, steam, or hot water. All employees are to observe and follow any instructions posted regarding equipment, circuits, circuit breaker, or other energy sources. When hazardous energy sources are being serviced they are to be either: A) locked out to prevent activation or B) tagged as out of service to prevent activation. Only the person applying the lock or tag may remove it and re-energize the system. The maintenance department has further information if questions arise.

Motor Vehicle Use

The <district name> school district requires that all employees who operate any district owned vehicle licensed for on road usage to have on file with the district: A) a photocopy of current driver's license, B) copy of current state driver's license record or abstract, and C) written approval for district vehicle operation from the <responsible party>.

Personal Appliances

The presence or use of personal appliances such as refrigerators, micro-wave ovens, toasters, toaster ovens, heaters, or other electrical appliances at <district name> school district requires the approval of <responsible party>. Custodial and maintenance workers are required to remove any personal appliance that has not been approved by the <responsible party>.

Right to Know – Hazard Communication

The <district name> school district must identify and evaluate chemical hazards in the workplace and communicate those hazards to all employees through a comprehensive hazard communication program. The program includes container labeling and other forms of warning as well as Material Safety Data Sheets (MSDSs) and employee training on handling the chemicals.

Fall Protection

The <district name> school district must provide employees with fall protection at elevations of four feet or higher. OSHA also requires that fall protection be provided when working over dangerous equipment and machinery, regardless of the fall distance.

Electrical

The <district name> school district must employ safety-related work practices to prevent electrical shock or other injuries resulting from either direct or indirect electrical contact. The district shall keep a written lock-out/tag-out procedure that ensures employees always tag de-energized equipment to serve as a notice to other employees of ongoing maintenance. Additionally, employees working in areas where there are potential electrical hazards must be provided with electrical protective equipment that is

Exhibit 22

WCSIT/ISDA LOSS CONTROL MANUAL

appropriate for the specific parts of the body to be protected and for the work to be performed.

Ground-fault circuit interrupters (GFCIs) are required for receptacles installed in bathrooms, roofs, and other areas located near running water (drinking fountains, kitchens, etc).

Extension Cords

Extension cords must be inspected for damage prior to use and may be used only for the following:

- Pendants
- Wiring of fixtures
- Connection of portable lamps or appliances
- Portable and mobile signs
- Elevator cables
- Appliances to permit removal for maintenance or repair

Flexible cords and cables may not:

- Substitute for fixed wiring
- Run through walls, ceilings, or floors
- Run through doorways or windows
- Attach to building surfaces

Job Function Evaluation

Job Category: LEARNING/ADMINISTRATIVE ASSISTANT

Typical job activities may include:

- Help teachers with attendance, grading, and other administrative tasks
- Set up materials and equipment to help teachers prepare lessons
- Provide additional supervision for students during class, lunch, recess, between classes and on class outings or field trips
- Report to parents and classroom teachers
- Reinforce lessons presented by teachers by reviewing material with students one-on-one or in small groups
- Complete safety inspections for classrooms/other spaces
- Perform computer and keyboard tasks

Routine physical activities may include

- Alternate between sitting and standing throughout the day
- Climbing and descending stairs
- Walk throughout the building
- Lift/carry staff supplies (no more than 10 pounds)

TREATING PHYSICIAN: The above list describes activities normally performed. If the employee cannot return to work due to treatment, recovery, or medical necessity, please indicate specific restrictions (e.g. lifting more than 10 pounds). We do want to offer modified duty and reasonable accommodations to this employee.

Job Function Evaluation

Job Category: FACILITY OPERATIONS ASSISTANT

Typical activities may include:

- Vacuum, sweep, and mop floors and hallways
- Clean restrooms (e.g. scrub sinks, urinals and stools)
- Wash windows
- Pick-up trash inside and outside the building
- Perform minor repairs inside and outside the building
- Dust classrooms and offices
- Clean water fountains
- Review Safety Data Sheets
- Complete safety inspections for classrooms/other spaces
- Monitor exterior doors – check doors and entrances regularly
- Organize and clean up storage closets

Physical requirements include:

- Work while sitting, standing
- Stand for extended periods of time
- Walk throughout the area of the building repeatedly
- Climbing and descending stairs

TREATING PHYSICIAN: The above list describes activities normally performed. If the employee cannot return to work due to treatment, recovery, or medical necessity, please indicate specific restrictions (e.g. lifting more than 10 pounds). We do want to offer modified duty and reasonable accommodations to this employee.

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