

TRAINING HANDOUT

COMMON SPECIAL MARKINGS USED ON CHECKLISTS

[Bolded Word] - means item is important

[Question number marked with *] - means question may not be the responsibility of the teacher to implement.

[underlined word] means word or phrase is defined at end of checklist.

[Question number marked with ☹] means the question has a history of previous violations based on a summary of **safety** violations from the PEOSH Program from July through December, 1989.

[Question number marked with ☹] means you may need the help of an outside expert to adequately answer question.

Y - means Yes

N - means No

N/A - means Not applicable

DK - means Don't Know

COMMON ABBREVIATIONS & ACRONYMS USED IN CHECKLISTS

29 CFR 1910.28 - Title 29, Code of Federal Regulations, Part 1910, section 28

ANSI - American National Standards Institute

BOCA - Building Officials & Code Administrators

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CFR - Code of Federal Regulations

CGA - Compressed Gas Association

F-100.0 - Section F-100.0 of the New Jersey State Fire Prevention Code

N.J.A.C. - New Jersey Administrative Code

N.J.A.C. 7:26-8.1 - New Jersey Administrative Code, Title 7, Chapter 26, Subchapter 8, Section 1

N.J.S.A. - New Jersey Statutes Annotated

NJDEP - New Jersey Department of Environmental Protection

NJDCA - New Jersey Department of Community Affairs

NJDOE - New Jersey Department of Education

NJDHSS - New Jersey Department of Health and Senior Services

NJLWD - New Jersey Department of Labor and Workforce Development

OSHA - Occupational Safety and Health Administration

PEOSH - Public Employees Occupational Safety & Health

PEOSHA - Public Employees Occupational Safety & Health Act

NFPA - National Fire Protection Association

UST - Underground Storage Tanks

CHECKLIST INSTRUCTIONS

Completing the Checklists

EQUIPMENT NEEDED: A tape measure and polarity tester (outlet tester) may be necessary to complete some of the checklists.

It can be helpful to have a colleague or safety committee perform the inspection with you. Sometimes, as a result of being in a classroom every day, you may become "blind" to some of the hazards that an "outsider" might pick up.

- Read the guidelines at the beginning of each checklist.
- Complete the Optional Information Box at the top of the checklist.
- As you read each question, **ask yourself:**

Do I understand the question? (If not, contact the S & H Coordinator or other safety and health designated person at your school. Or look in **Appendix A: Resources** for the appropriate regulatory agency to call.)

Is the question applicable to my situation?

What hazard is the question intended to prevent?

Do I have the knowledge to determine if the situation or equipment is safe?

What can I do to check if the situation or equipment is safe?

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If the regulation requires that students or others have certain knowledge, can I document that knowledge (e.g., through testing, simulation, etc.)?

- For each question, **do** the following:

When terms are underlined, read the definitions at the end of the checklist.

Pretend you are new to the area or situation.

Avoid assuming something is true without verification.

Physically look at each situation or piece of equipment.

Simulate any intended action (e.g., go through the steps you would take to turn the equipment on and off).

Always relate the situation or equipment to the potential hazard.

- Circle the appropriate answer.

Y = Yes (indicates **potential compliance**)

N = No (indicates **potential non-compliance**)

N/A = Not Applicable

DK = Don't Know

- As appropriate, make notes in the Comments/Corrective Action box at the bottom of each checklist page.

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After Completing the Checklists

- **If you answered "yes" to one or more questions,** congratulations! You are probably in compliance with the corresponding parts of the regulations at this time. Realize, however, that conditions are subject to change and regulations are subject to interpretation.
- **If you answered "not applicable" to any questions,** you may want to verify this with a colleague.
- **If you answered "don't know" to one or more questions,** seek advice from someone who can help you. If no one at your school knows the answer, contact the enforcement agencies such as the NJLWD or OSHA, Barry Schlegel at the Safe Schools Program or someone from one of the organizations listed in the Safe Schools Manual in **Appendix A: Resources**.
- **If you answered "no" to one or more questions,** you may wish to confirm any identified problem with an expert (see **Appendix A: Resources** for information). A "no" does not mean an automatic violation. If you know how to "fix" the problem, write your recommendations in the space at the bottom of each checklist (use additional paper if necessary). Then bring your recommendations to the attention of the Safety and Health Coordinator or the person or committee in charge of remediating problems in your school.

BE SURE TO KEEP COPIES OF EVERY CHECKLIST THAT YOU COMPLETE.

COMMONLY ASKED QUESTIONS ABOUT THE CHECKLISTS

Below are some of the most commonly asked questions that were raised by participants during the development of the checklists.

Are the checklists mandatory? Why should I use them?

The completion of the checklists in and of themselves is not mandatory but they are recommended as one tool that can greatly increase your ability to maintain a classroom that is safe for yourself and your students. It is mandatory to have a safety and health program in place, to conduct a hazard analysis for each vocational course or program, to do periodic inspections and maintenance, and to comply with environmental, safety and health regulations. The checklists can assist in carrying out these mandates.

How much time will it take to complete these checklists?

That will vary with the particular shop, classroom, or lab. The number of relevant checklists will range from 5 to 40, depending on the potential hazards associated with your program. You may want to dedicate 15-30 minutes a week to working on the checklists over the course of several weeks, a month or a school year.

Do I need to answer "yes" to every single question on all the checklists that apply to my program to be in good shape? Are there some questions or regulations that are more important than others? How do I know which ones?

There are no easy answers to these questions. Each regulating agency will tell you that all issues are important or they wouldn't be regulated. Establishing priorities will really be up to the judgement of the school or district and will be based on the following considerations: (1) protecting the environment and the safety and health of staff and students; (2) protecting against fines and violations; and (3) "political" priorities/"hot issues" (which hopefully are based on #1). However, keep in mind that the law takes precedence over any decisions made by the school.

Will I be held liable if violations are found?

If you have made appropriate attempts to address the problem in your classroom your liability will be minimized. These attempts normally would include sending

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a copy of the checklist with recommendations or questions to the appropriate people in your school or district; taking actions needed to protect the safety and health of students, staff and the environment; and documenting in writing all actions taken. New Jersey law provides an indemnity clause for Board of Education officers and employees. This clause requires the board to "save harmless" and protect the employ and to defray all costs to the employee for defending his or her actions if a civil suit is issued (N.J.S.A. 18A:16-6, see **Appendix E: Selected Statutes and Regulations**).

What if a violation is too expensive to fix? Will my program's existence be threatened?

Unfortunately, this may be a valid concern for some instructors. If you are worried about this, when you present your safety and health concerns to administration, try to get assistance from others (e.g., colleagues, teachers' union, NJDOE/Office of Vocational-Technical, Career and Innovative Programs staff). They may be able to help you make a strong case for the continuation of your program and the importance of supporting safety and health issues in the school. Money spent on safety and health will help prevent occupational illnesses and injuries and save money in possible law suits down the road. In addition, there may be inexpensive solutions or lenient time tables for remediation that can be worked out between the school and the regulating agency.

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Date

Dear Vocational-Technical Education Instructor:

Enclosed is your first packet of checklists as we discussed at the (date) staff meeting. Also enclosed are directions, a list of common abbreviations, and a "question and answer" sheet about the checklists. All vocational educators in our district are being asked to complete them.

Please be sure to answer all of the questions so that I will know that you did not inadvertently overlook some of them. Use the N/A (not applicable) category for questions that don't apply to your situation.

After I receive your completed checklists, I will set up a meeting with you to discuss them. I'll be especially interested in hearing your suggestions and ideas for correcting any problems that you might identify.

The checklists were prepared through a grant from the New Jersey Department of Education/Office of Vocational-Technical, Career and Innovative Programs. Their purpose is to help our district protect teachers and students from occupational safety and health hazards and to maintain compliance with safety, health, and environmental regulations that apply to vocational education. Having completed checklists for your classroom or shop will be especially helpful when compliance officers visit our school so be sure to return them to me by the date indicated.

Please call me if you have any questions. Thanks for doing your part to help make (name of school district) a safe and healthful learning environment.

Sincerely,

S & H Coordinator

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SAMPLE REMEDIATION FORM LETTER

Date:

Dear _____:

Our school's Checklist Program has identified the following hazardous condition:

Hazard:

Potential effects if not abated:

In violation of Regulation (name, number, title):

Recommended action:

Recommended timeframe for completion:

Estimated cost:

Sincerely,

S & H Coordinator

c: Board of Education, Superintendent
Principal, Supervisor

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