

**Guide for Developing a School District
Safety and Health Plan
for Career and Technical Education
Programs and Courses
per N.J.A.C. 6A:19-6.5**

1.0 Introduction

On August 3, 1977, the New Jersey (NJ) State Board of Education first adopted rules and regulations covering career and technical education safety and health standards. Since that time, the code has been revised to make local programs stronger and more effective in reaching the following shared goals:

- The elimination of injuries and illnesses resulting from participation in career and technical education courses and programs
- Safer workers will leave our programs; and,
- Achieve improved compliance with state and federal regulations.

This guide (pages 3-14) is intended to assist NJ school districts in preparing a safety and health program and plan that meets the requirements of the current Safety and Health Standards found under N.J.A.C. 6A:19-6. A copy of the code has been attached as Appendix I (pages 15-18). Two sample policies are provided in Appendix II (pages 19-20), and sample objectives are listed in Appendix III (pages 21-22). Finally, Appendix IV (pages 23-45) outlines a sample school district model safety and health plan with its various elements (sections and constructs or specific details), including five appendices (labeled A-E to distinguish from this guide's appendices).

2.0 Regulatory Overview

School districts in NJ with career and technical education programs and courses, including career orientation courses and structured learning experiences, are required to comply with the Safety and Health Standards N.J.A.C. 6A:19-6 promulgated by the NJ Department of Education (NJDOE), Office of Career and Technical Education (OCTE). The Standards have the following major sections:

- Section 1: Applicability and implementation of safety and health standards
- Section 2: Definitions
- Section 3: Safety and health standards: adoption by reference
- Section 4: Other applicable environmental, safety, and health rules
- Section 5: Safety and health plan
- Section 6: Reporting requirements
- Section 7: Securing machines and equipment
- Section 8: Storage of flammable and combustible materials

Section 3 of the code adopts Public Employee Occupational Safety and Health Program (PEOSH) rules and regulations by reference. PEOSH rules and regulations also include the rules and regulations issued by the Occupational Safety and Health Administration (OSHA). Since there are many other federal and state regulations that address safety and health issues, Section 4 of the code reminds school districts of their responsibilities in complying with these other requirements. The following is a list of the major federal and state safety and health laws applicable to school districts:

- 29 CFR 570 – Child Labor (United States Department of Labor Wage and Hour)
- 29 CFR 1910 – General Industry Standards (United States Department of Labor OSHA)
- 29 CFR 1926 – Construction Industry Standards (United States Department of Labor OSHA)
- 40 CFR 260-268 – Hazardous Waste (United States Environmental Protection Agency)
- N.J.A.C. 5:23 – Uniform Construction Code (NJ Department of Community Affairs)
- N.J.A.C. 5:70 – Uniform Fire Code (NJ Department of Community Affairs)
- N.J.A.C. 6A:16-5 – School Safety and Security Plan (NJDOE)
- N.J.A.C. 6A:16-19 – Safety and Health Standards (NJDOE)
- N.J.A.C. 6A:16-26 – Educational Facilities (NJDOE)
- N.J.A.C. 7:26 – Hazardous Waste (NJ Department of Environmental Protection)
- N.J.A.C. 7:27 – Air Pollution (NJ Department of Environmental Protection)
- N.J.A.C. 7:30 – Pesticides (NJ Department of Environmental Protection)
- N.J.A.C. 8:59 – Right to Know (NJ Department of Health and Senior Services)
- N.J.A.C. 12:58 – Child Labor (NJ Department of Labor and Workforce Development Wage and Hour)
- N.J.A.C. 8:59 – Right to Know (NJ Department of Health and Senior Services)
- N.J.A.C. 12:100 – PEOSH (NJ Department of Labor and Workforce Development and NJ Department of Health and Senior Services)

3.0 District Safety and Health Plan (S&H Plan)

Section 5 of N.J.A.C. 6A-19 requires all districts with an approved career and technical education program or course to have a S&H Plan. A plan is a written description of the safety and health program that is being implemented within the district. The S&H Plan should describe the procedures that are being followed with sufficient detail that an auditor reviewing the S&H Plan can determine if the program is truly operational. Where ever possible, the S&H Plan should include existing procedures by reference.

3.1 Introductory Elements

The S&H Plan can be divided into nine parts and must include the required elements per N.J.A.C. 6A:19-6.5. It may also include other recommended elements. The required elements are the date of adoption/revision by the school board, scope, general district policy regarding safety and health issues, and S&H Plan objectives. The S&H Plan must be reviewed every two years to ensure it accurately reflects the current program and then formally adopted by the school board. Recommended and optional elements include plan title, name of school district/school, plan authors, members of the school board, names of the central administration, and a table of contents. The following is a potential outline for the introduction of the S&H Plan:

- Plan title
- District/School
- Authors
- Date last adopted by the school board (issue date or revision date)
- Members of the Board of Education (if desired)
- Central Office Administration (if desired)
- Table of Contents
- Purpose and scope of the safety and health plan specifying both on-site and off-site structured learning experiences
- General Safety and Health Policy addressing career and technical education programs and courses as well as structured learning experiences
- Plan Objectives

The purpose or scope of the S&H Plan outlines what parts of the district's operations are covered. The S&H Plan may be restricted to approved career and technical education programs and courses or may be expanded to address all academic programs or even facilities maintenance. If the district has structured learning experiences integrated into the approved career and technical education programs, the S&H Plan must address these as well. Even though the S&H Plan may not cover every school operation, each of the operations must comply with applicable safety and health regulations and must have programs in place to address these S&H issues.

The introduction should also include a policy which is a general statement of commitment to the district's safety and health program. It clearly states the Board's commitment, goals, level of support, adherence to regulations, and need for everyone to take responsibility for a safe and healthful workplace. The policy provides the overall support needed for administrators to implement the program, given the many competing priorities faced by schools.

Finally, objectives should be included. Objectives are brief statements outlining what the S&H Plan is expected to accomplish. As with learning objectives, they should be specific, measurable, achievable, realistic, and if possible be time-oriented. The objectives provide the focus for the safety and health program's future.

3.2 Organizational Structure and Responsibilities

Each S&H Plan must be implemented with the support and involvement of all responsible parties. A list of titles and responsibilities should be developed for the S&H Plan showing the organizational relationships between parties, the lines of authority for decision making, and the process for implementing the S&H Plan. The following is a list of responsible parties who are required to be included in the S&H Plan and suggested responsibilities:

- District Boards of Education
 - Adopt a district career and technical education safety and health policy, program, and plan that meets the requirements of N.J.A.C. 6A:19-6 and other regulatory requirements
 - Appoint a safety and health designee(s) to coordinate implementation of the S&H Plan
 - Provide sufficient resources and support to ensure that the S&H Plan can be implemented

- Chief School Administrators/Superintendants/Assistant Superintendents (at the district level)
 - Develop and implement a district S&H Plan in cooperation with the Board
 - Provide administrative oversight to ensure the S&H Plan is effective
 - Ensure adequate staffing that allows for implementation of the S&H Plan at all facilities
 - Provide a budget in cooperation with the Board sufficient to implement the S&H Plan and corrective action
 - Ensure that the S&H Plan is updated as necessary
 - Ensure unsafe conditions and actions are identified and corrected
 - Ensure district facilities and equipment are safe
 - Ensure training and information is provided to staff, teachers, students and others as necessary about S&H issues
 - Ensure compliance with all S&H regulations
 - Ensure that all staff, teachers, and students comply with the S&H Plan and other regulatory requirements
 - Recommend to the Board the names of Safety and Health Designees
 - Establish emergency procedures to cover evacuations, hazardous material releases, fires, natural disasters (e.g., earthquakes, high winds, floods, hurricanes, thunderstorms, tornadoes, and water utility failure), man-made threats (e.g., violence, terrorist attacks, and bomb threats), medical and first aid emergencies, and handling of bodily fluids that may contain infectious pathogens.
 - Ensure students involved in structured learning experiences are supervised by the appropriately licensed teachers
 - Establish procedures for reporting, investigating, and recording safety and health incidents involving treatment by a licensed care professional
 - Develop job descriptions for all district personnel with safety and health responsibilities

- Principals and/or Vice-Principals (at the school level)
 - Assist with development of the S&H Plan
 - Implement the S&H Plan
 - Evaluate the effectiveness of the S&H Plan every two years
 - Assign and organize staffing that allows for implementation of the S&H Plan
 - Establish procedures to identify and correct unsafe conditions, equipment, and tasks
 - Provide training and information to staff and teachers as necessary about S&H issues
 - Enforce compliance with S&H regulations
 - Enforce compliance with district policies, procedures, and the S&H Plan
 - Include safety and health policies where appropriate in all important documentation including student handbook and new teacher orientation

- Safety and Health Designees (district and/or school level)
 - Coordinate activities associated with implementation of the S&H Plan
 - Assist with development of the S&H Plan
 - Review and analyze safety and health incidents involving treatment by a physician
 - Assist with inspections to identify unsafe conditions, equipment, and tasks
 - Assist with completion of incident reports

- Facilities Directors/Managers
 - Assist with inspections to identify unsafe conditions, equipment, and tasks
 - Correct unsafe conditions and equipment associated with facilities and equipment
 - Establish procedures for correcting safety and health issues associated with facilities and equipment on a high priority basis
 - Develop safety and health programs and procedures that protect workers involved in facility maintenance

- School Nurses
 - Establish procedures for responding to incidents involving first aid and other medical emergencies
 - Establish universal precaution procedures
 - Assist with development of universal precaution policies
 - Establish procedures for medical clearance associated with the issuance of respiratory protection
 - Report medical incidents to the principal and others as assigned
 - Follow procedures established for responding, investigating, reporting and recordkeeping associated with safety and health incidents
 - Assist with the completion of incident reports
 - Coordinate or conduct training on emergency medical procedures and universal precautions

- Supervisors
 - Follow district policies, procedures, and the S&H Plan
 - Develop curricula in cooperation with teachers that addresses career and technical education safety and health issues
 - Assist the principal to ensure the S&H Plan is implemented in the district
 - Participate in safety and health inspections and job safety task analyses
 - Provide administrative oversight to ensure teachers carry out all of their assigned responsibilities

- Teachers
 - Follow district policies, procedures, and the S&H Plan
 - Develop curricula that addresses career and technical education safety and health issues
 - Incorporate the results of hazard analyses into the curricula
 - Regularly inspect classrooms to identify unsafe conditions
 - Conduct a job safety task analysis of student tasks that involve exposure to safety and health hazards
 - Implement corrective action to prevent student exposure to unsafe conditions, equipment, and tasks
 - Instruct students on safety and health issues associated with career and technical education courses prior to exposure to safety and health hazards
 - Provide material safety data sheets and hazardous substance fact sheets to students as requested
 - Establish safety and health procedures for students in the classroom
 - Assess students on safe and health knowledge and procedures before students may perform any activity posing a significant safety and health risk
 - Enforce safety and health procedures
 - Maintain student records of assessments associated with safety and health knowledge and procedures
 - Attend professional development courses on safety and health
 - Investigate safety and health incidents that occur in the classroom
 - Model best safety and health practices to the students
 - Supervise students at all times while in the classroom
 - Practice emergency procedures as necessary

- Students
 - Work in a safe and healthy manner
 - Follow all safety and health procedures and rules
 - Keep work areas neat and clean
 - Dress in a safe and healthy manner for the job
 - Report unsafe conditions and equipment to the classroom teacher immediately
 - Report all incidents associated with safety and health to the teacher
 - Wear all personal protective equipment as required
 - Inspect all personal protective equipment prior to donning to identify defects
 - Use protective and safety equipment, tools, and machinery as they were designed

Although not required by code, additional parties may also be included such as safety committees, parents, structured learning experience coordinators, and chemical hygiene officers. Structured learning experience coordinators as identified in this Guide describe the broad range of credentialed teachers responsible for overseeing students who are placed at worksites as part of their instructional programs. These structured learning experiences may be paid or unpaid. A list of possible responsibilities for safety committees, parents, and structured learning experience coordinators follows:

- Safety and health committees
 - Participate in the development and assessment of safety and health program objectives and outcomes
 - Participate in the development of a statement of general policies for all career and technical education courses/program
 - Conduct meetings on a regular basis to discuss and solve safety and health issues and problems
 - Participate in planning for delivery of safety and health training of teachers and students
 - Review curriculum for inclusion of appropriate safety and health policy and procedures
 - Inspect facilities to identify safety and health hazards
 - Review inspection reports and assist with corrective action
 - Review incident reports to identify patterns and recommend solutions to identified problems
 - Develop a system to ensure compliance by staff and students with safety and health practices and policies
 - Serve as a communications facilitator to further open discussion and management of safety and health issues
 - Evaluate the impact of safety and health program activities in all important documentation including student handbook and new teacher orientation

- Parent/Guardians
 - Develop an awareness of the safety and health policies, procedures, and expectations in the student's career and technical education program
 - Reinforce district safety and health policies and procedures
 - Review district correspondence regarding career and technical education safety and health issues and respond as required
 - Inform the school district of any unreported injury or illness resulting from a career and technical education incident and any related medical follow up

- Structured Learning Experience (SLE) Coordinators
 - Supervise students at SLE worksites only within the scope allowed by their credentials
 - Place students at SLE worksites in compliance with federal and state child labor laws
 - Review SLE worksites prior to placement to ensure worksites are safe
 - Inspect SLE worksites every 10th day the student reports to the worksite
 - Develop and implement a training plan in accordance with NJDOE requirements and guidelines
 - Follow district safety and health policies and procedures for SLEs
 - Ensure SLE students receive worksite specific safety and health training
 - Investigate and implement corrective action for all incidents
 - Report all incidents per the district’s procedures

3.3 Hazard Analysis Procedures for Each Program/Course

The procedures for conducting a hazard analysis must be specified in the S&H Plan for each program and course. A hazard analysis is defined by NJDOE as “a method of reviewing career and technical education program tools, equipment, materials, procedures, and processes in order to identify potential causes of injury or illness.” This was interpreted to include the following:

- Procedures for inspections of facilities and equipment to identify hazards;
- Procedures for inspections of personal protective equipment (PPE) and devices;
- Procedures for chemical inventories and review of material safety data sheets (MSDS);
- Procedures for hazard assessment to determine need for PPE;
- Procedures for job safety task analysis to identify potential hazards inherent in the way processes or operations are done (<http://www.osha.gov/Publications/osh3071.pdf>);
- Maintenance and repair procedures for safety and health issues; and,
- Procedures for identifying safety and health hazards at structured learning experiences.

The Safe Schools Manual and its extensive number of checklists could be used to help satisfy some of the above hazard analysis requirements. The Safe Schools Manual has been distributed to schools and is available online either on the Safe Schools website (www.njsafeschools.org) or the NJ Department of Education website (www.state.nj.us/education/schools/safeschools/).

3.4 General Methods and Procedures to Educate Students about Safety and Health

The general methods and procedures for educating students about safety and health should be outlined in the S&H Plan. This was interpreted to include the following:

- Procedures to instruct students on safe practices and precautions;
- Procedures to ensure there is initial training prior to any hazardous work;
- Procedures to ensure hazard analysis is included into training;
- Hazard communication/right-to-know (RTK) training procedures (N.J.A.C. 8:59; N.J.A.C. 12:100-7);
- Procedures and methods used to assess student knowledge, skills and awareness (KSA);
- Procedures and methods used to document student KSA (recordkeeping);
- Procedures to determine the need for new or repeat training; and,
- If applicable, general methods and procedures to educate students about safety and health at structured learning experiences.

Instruction must include shop/classroom rules and penalties for lack of compliance, proper work practices, housekeeping, use and care of tools and PPE, and proper behavior. Instruction must also include the results of the individual job safety analysis. Inclusion of these results is the final and most critical step of the hazard analysis. Students must be ware of the potential or identified hazards and the recommended safety and health procedures put in place to protect them. Their ability to demonstrate proficiency in safety and health processes is essential.

Every career and technical education course must address general safety and health competencies associated with the program. The following general competencies should be addressed:

- Identify and use safe work procedures;
- Select the correct tools and equipment for each job;
- Use tools and equipment correctly;
- Maintain tools and equipment;
- Maintain a clean and orderly work area;
- Wear attire and safety equipment appropriate to the task;
- Identify hazardous substances in the workplace;
- Use and properly store hazardous substances;
- Identify and correct hazardous or unhealthy work conditions;
- Follow appropriate security procedures;
- Participate in safety training exercises;
- Follow first aid procedure using universal precautions;
- Follow energy use procedures;
- Follow recycling procedures;
- Follow materials disposal procedures;
- Follow fire prevention procedures;
- Follow emergency procedures; and,
- Comply with safety and health policies, procedures and regulations.

Traditionally, occupational safety instruction has been provided in most courses. However, instruction in occupational health has most often been omitted. Not only is this instruction appropriate, it is required. Some examples of occupational health content and skills to be addressed are:

- The use, handling, storage and disposal of hazardous substances;
- The handling of blood and body fluids;
- The correct use and design of a computer work station; and,
- Correct lifting and ergonomics

Courses of study should include information on the environmental and occupational safety and health laws (federal, state, local) protecting students and staff. This information will provide the framework for safety and health practices and precautions.

Examples of successful safety and health instructional methods are:

- Providing safety and health information sheets;
- Lectures, demonstrations and discussions;
- Utilizing field trips, resource speakers from businesses and industry and other community services and agencies;
- Safety posters, warning signs, and other printed materials;
- Participating in safety related contests;
- Audio-visual presentations;
- Simulations;
- Displays;
- Role playing;
- Hazard mapping (<http://www.njsafeschools.org/newsletters/newsletter17.pdf>);
- Student development of hazard signs based on hazard analysis;
- Student facility inspections; and,
- School awards for safety and health posters, bulletins boards or projects;

With the increase of special populations, it may be necessary to review the appropriateness of methods previously used to provide safety and health instruction. Existing strategies and instructional materials may need to be adapted to more effectively meet the needs of students with special needs or limited English proficiency.

Assessment of student knowledge of safety and health to establish student competencies is of major importance. Examples of methods that may be used to assess competence are:

- Written objective tests;
- Subjective evaluation instruments;
- Teachers supervised performance tests;
- Continual observation of performance and behavior; and,
- The review and analysis of incidents whether serious or not.

3.5 Student compliance with safety and health procedures and disciplinary action

The school district should have defined steps for disciplinary action when students and staff do not follow safety and health procedures. The S&H Plan must address disciplinary action for students. The steps for disciplinary action need not be a stand alone policy, but may be incorporated into the district wide policy for handling student conduct.

3.6 Emergency Procedures

Various emergency procedures covering different types of situations should be included in the S&H Plan. As an option, the S&H Plan may include the School Safety and Security Plan as required under N.J.A.C. 6A:16-5.1.

The following are required emergency plans that must be addressed:

- Evacuation [29 CFR 1910.38];
- Hazardous material release;
- Fire;
- Natural disasters (earthquakes, high winds, floods, hurricanes, thunderstorms, tornadoes, winter storms utility failure);
- Man-made threats (violence, terrorist attacks, bomb threats);
- Emergency medical and first aid procedures (person injured) [29 CFR 1910.151];
- Guidelines and policy for handling body fluids [N.J.A.C. 6A:16-2.3 (e); 29 CFR 1910.1030];
- School safety and security plan [N.J.A.C. 6A:16-5.1]; and,
- If applicable, emergency procedures for structured learning experiences

3.7 Reportable Incidents and Accident Follow Up Procedures

The NJ Department of Education under N.J.A.C. 6A:19-6.6 requires any incident involving career and technical education students, staff, or others to be reported within five working days of occurrence to the Department of Education on a form supplied by the Department. A reportable incident means any injury or illness resulting from participation in a career and technical education program, occurring on school premises or off-premises at an approved structured learning experience training site, including travel to or from the off-premises site, and which requires treatment by a licensed medical doctor. In addition, reportable incidents must be investigated and corrective action implemented, when needed, to prevent similar incidents from being repeated in the future. The corrective action that is implemented shall be recorded on the incident reporting form. The form and Guidance Manual for completing the form can be found on the following website: <http://www.nj.gov/education/voc/sle/>. Procedures for investigating and correcting problems must be included in the S&H Plan.

Although not required to be in the S&H Plan, certain accidents as defined by the Occupational Safety and Health Administration in 29 CFR 1904 and enforced by the NJ Public Employees Occupational Safety and Health Program (PEOSH) must also be recorded for staff. Additional

information regarding these requirements can be found at http://lwd.state.nj.us/labor/forms_pdfs/lse/NJOSH300.pdf.

3.8 Safety and Health Practices and Procedures Specific to Programs/Courses

A list of programs and courses covered by the S&H Plan must be included in the S&H Plan. Programs and courses should have specific safety and health practices and procedures associated with the hazards potentially present. The S&H Plan should specify how the safety and health practices and procedures for each program and each course will be developed and used.

3.9 General Safety, Health and Environmental Requirements, Plans and Procedures

There are many other general safety, health and environmental plans, policies and procedures that could be included in the S&H Plan. Some of these plans, policies and procedures are required by other regulations. The following is partial list of other plans, policies and procedures that could be included in the S&H Plan and a code reference when required by a specific regulation:

- General safety and health rules and practices for staff;
- General safety and health rules and practices for contractors;
- General safety and health rules and practices for visitors;
- General safety and health rules and practices for students;
- General PPE policy and procedures [29 CFR 1910.132];
- Eye protection policy and procedures [N.J.A.C. 6A:26-12.5];
- Respiratory protection policy and procedures (if applicable) [29 CFR 1910.134];
- Hearing protection policy and procedures (if applicable) [29 CFR 1910.95];
- Hazardous chemicals in laboratories plan [29 CFR 1910.1450];
- Lockout/Tagout plan and procedures (if applicable) [29 CFR 1910.147];
- Permit-required confined space plan and procedures (if applicable) [29 CFR 1910.146];
- Fire prevention plan [29 CFR 1910.39];
- Indoor air quality plan [N.J.A.C.12:100-13];
- Hearing conservation plan (if applicable) [19 CFR 1910.95];
- Integrated pest management plan [N.J.A.C. 7:30-13];
- Radon testing program (no longer enforceable) [N.J.S.A. 18A:20-40];
- Asbestos management plan (Asbestos Hazards Emergency Response Act- AHERA);
- Lead management plan (water and paint);
- Mercury management plan;
- PCBs management plan (if applicable);
- Hazardous waste management plan;
- Underground tank management plan (if applicable);
- Above ground tank management plan (if applicable);
- Chemical management plan (purchasing and storage of chemicals);
- Renovation and construction procedures; and,
- Air pollution management plan (boilers, fume hoods, exhaust ventilation for control of hazardous materials).

APPENDIX I

SUBCHAPTER 6. SAFETY AND HEALTH STANDARDS

6A:19-6.1 Applicability and implementation of safety and health standards

All safety and health standards contained in this subchapter apply to career and technical education programs and courses, including career orientation courses and structured learning experiences.

6A:19-6.2 Definitions

The following words and terms, as used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

"Hazard analysis" means a method of reviewing career and technical education program tools, equipment, materials, procedures, and processes in order to identify potential causes of injury or illness.

"Hazardous substance" means any substance or substance contained in a mixture included on the workplace hazardous substance list developed by the Department of Health and Senior Services, pursuant to N.J.S.A. 34:5A-5, introduced by an employer to be used, studied, produced, or otherwise handled at a facility.

"Incident reporting form" means the electronic form provided by the Department to identify reportable incidents for submission to the Department.

"Point of operation" means the area on a machine where work is actually performed upon the material being processed.

"Reportable incident" means any injury or illness resulting from participation in a career and technical education program, occurring either on school premises or off-premises at an approved structured learning experience training site, including travel to or from the off-premises site, and which requires treatment by a licensed medical doctor.

"Universal precautions" means routine procedures for sanitation and hygiene when handling body fluids including the use of barrier precautions to prevent direct skin contact with blood or any body fluid containing blood.

6A:19-6.3 Safety and health standards: adoption by reference

(a) The standards contained in 12:100, Safety and Health Standards for Public Employees, are adopted as safety and health standards for career and technical education programs and courses.

(b) The standards are available for review at the NJ Department of Labor and Workforce Development, Office of Public Employees' Occupational Safety and Health, PO Box 386, Trenton, NJ 08625-0386.

6A:19-6.4 Other applicable environmental, safety, and health rules

All district boards of education and other institutions and agencies operating career and technical education programs and courses, including career orientation courses and structured learning experiences, shall comply with all applicable environmental, safety, and health laws, including child labor laws, where applicable, not referenced in this subchapter that have been adopted by the NJ Department of Education, the NJ Department of Community Affairs, the NJ Department of Labor and Workforce Development, the NJ Department of Environmental Protection, the NJ Department of Health and Senior Services, the United States Environmental Protection Agency, and the United States Department of Labor.

6A:19-6.5 Safety and health plan

(a) All district boards of education and other institutions and agencies operating career and technical education programs or courses shall organize, adopt, and implement a written career and technical education safety and health plan describing the safety and health program being used to protect students and staff from safety and health risks on and offsite. A copy of the plan, indicating the district board of education, the agency or institution's adoption and approval, shall be retained on file by the agency or institution and made available, upon request, to the Department of Education.

(b) As changes are made to the safety and health program, the safety and health plan shall be updated to reflect the changes. At a minimum, the safety and health plan shall be reviewed, updated as necessary, and readopted every two years.

(c) Each district board of education and other institution or agency operating career and technical education programs or courses shall designate a person or persons, other than the chief executive or chief administrative officer, who shall oversee updating and implementation of the approved safety and health plan.

(d) The safety and health plan shall contain, as a minimum, the following:

1. A statement of the general policies for the safe and healthy operation of all vocational programs, courses and structured-learning experiences;
2. The individuals and/or groups responsible for implementing the safety and health plan;
3. District board of education objectives for the safety and health plan;
4. The procedures required for conducting a safety and health hazard analysis for each career and technical education course and/or program in operation, including, but not limited to:
 - i. Periodic inspections and maintenance of facilities, tools, machines, equipment, personal protective devices, hazardous substances, and for the elimination of potential or identified hazards; and
 - ii. Specific statements of practices and precautions required for safe and healthy operation within each course;
5. Emergency procedures to be followed in the event of an injury, illness, hazardous spill, fire or other emergency situation involving a student, teacher or any other individual;
6. Methods to be used to ensure that all career and technical education students are provided safety and health education and training. Such education and training shall include, but not be limited to, the following:

- i. Hazards and hazardous equipment, supplies, and materials associated with the course and/or program, including methods for incorporating the results of hazard analysis;
 - ii. Safe practices and precautions to be used to prevent injury and illness; and
 - iii. Procedures and methods to be used to document and assess students' knowledge of safety and health practices and procedures;
7. A system, which may include disciplinary action, to ensure that students comply with safe and healthy practices;
8. Procedures to ensure that all new career and technical education staff and students receive appropriate initial safety and health program training prior to working or participating in any career and technical education course or program; and
9. Procedures required for the investigation all reportable incidents under 6A:19-7.5, and implement corrective action, where possible.

6A:19-6.6 Reporting requirements

- (a) District boards of education shall report to the Commissioner incidents involving career and technical education program students, staff, or others within five working days of the occurrence on the incident reporting form supplied by the Department.
- (b) District boards of education shall investigate reportable incidents and shall implement corrective action, as needed, to prevent similar incidents from being repeated in the future. The corrective action that is implemented shall be recorded on the incident reporting form.

6A:19-6.7 Securing machines and equipment

- (a) Each machine shall be so constructed, installed, and maintained as to be free from excessive vibration.
- (b) Arbors and mandrels shall be so constructed, installed and maintained as to have firm and secure bearing and be free from play.
- (c) Machines and equipment requiring the presence of an operator shall not be left unattended while in operation or still in motion.
- (d) An electrical power control shall be provided on each machine to make it possible for the operator to cut off the power without leaving the operating position.
- (e) On all nonportable motorized equipment and machinery, a magnetic-type switch shall be provided to prevent machines from automatically restarting upon restoration of power after an electrical failure or electric cutoff.
- (f) Power controls and operating controls shall be located within easy reach of the operator while the operator is at the regular work location, thereby making it unnecessary to reach over the point of operation to make adjustments.
- (g) Each machine operated by electrical power shall be provided with positive means for rendering it inoperative while repairs or tool changes are being made.
- (h) Push-type emergency cutout switches shall be provided at appropriate locations within shops to de-energize the electrical supply to nonportable machinery in accordance with 6A:26-6.3(f)1.
- (i) Power tools and machines in shops which generate dust shall be provided with dust collecting equipment in accordance with 6A:26-6.3(b)5.

6A:19-6.8 Storage of flammable and combustible materials

(a) Flammable and combustible liquids in storage shall be kept in the original closed container supplied by the manufacturer or in approved safety cans.

(b) Flammable or combustible liquids not in storage and ready for use shall be transferred from the original closed container to approved safety cans. This does not apply to finishing or other materials designed to be used from the original closed container, provided the container is resealed immediately after use.

(c) Approved oily waste cans shall be provided for the disposal of materials that have come into contact with flammable or combustible liquids or other materials that can support spontaneous combustion.

(d) Flammable or combustible liquids shall be stored in accordance with the requirements as specified in the 2003 National Fire Protection Association (NFPA) 30, "Flammable and Combustible Liquids Code," which is incorporated herein by reference, as amended and supplemented. This document may be purchased from the National Fire Protection Association, 1 Batterymarch Park, PO Box 9101, Quincy, MA 02169-7471.

Appendix II

Sample Policies

Example 1

"The Board of Education recognizes its responsibility in providing the safest conditions for its employees and pupils. Educational production and safety are inseparable. The effectiveness of the District instructional program is in large part determined by an environment free from disruptions to the learning process. A loss of educational production is the ultimate result of an employee or pupil accident or illness. Accidents resulting in personal injury and damage to property and equipment represent needless waste.

- A. It shall therefore be the policy of the Board to take all practical steps to safeguard employees and pupils from accidents and to maintain at all times an effective safety organization.

- B. Effective supervision of pupils shall remain in force whenever pupils are on campus or under supervision of school personnel. Pupil safety shall be an integral part of the curriculum at all grade levels and in the subjects.

The Board recognizes the Occupational Safety and Health Act of 1970 and American National Standard Institute guidelines and associated and state legislation to be appropriate to and consistent with the purposes of the District. The application of federal and state standards for working conditions, structural limits and acceptable work practices shall be continuous and an integral part of the District organization.

The Superintendent shall hold each employee responsible for the maintenance of a safe and healthy work and learning environment."

Example 2

"Public safety, school safety and the safety of our employees are primary concerns of School Y. We have no greater priority than the protection of our employees and our students. There are many state and federal requirements that guide us as we strive to make our school safe. The enforcement of a safe school environment is a responsibility that our school has accepted, however, it is a shared responsibility. Each employee must also make safety a priority.

Given the above, our school has based its safety philosophy on these six principals:

- ! ALL INJURIES CAN BE PREVENTED
This is a realistic goal. When we firmly believe that accidental injuries can be prevented, we know that our work places are safe.
- ! ADMINISTRATION IS DEDICATED TO PREVENTING INJURIES AND ILLNESSES
The prevention of injuries and illnesses is a commitment that is accepted by all levels of the school administration and supervisory staff.
- ! ALL HAZARDS CAN BE CONTROLLED
Sources of danger and on-the-job hazards will be eliminated or controlled through special training, safety devices, protective clothing and equipment.
- ! SAFETY IS A CONDITION OF EMPLOYMENT
Employees must be concerned with their personal safety, the safety of fellow employees, our students, and in the safe use of our facilities and equipment.
- ! EMPLOYEES MUST BE TRAINED TO WORK SAFELY
Safety training is a continuing process. Intelligent, trained and motivated employees will make our safety program work.
- ! PREVENTING INJURIES IS GOOD BUSINESS FOR EVERYONE
Our employees, our school and our students will benefit from a successful safety program.

The success of our Safety Program depends on the sincere, constant, and cooperative effort of all employees. We need your active participation and support to insure the success of our program."

Appendix III

Sample Objectives

- Develop a positive attitude in teachers and students towards safety in the shop.
- Establish and adhere to general safety standards and practices.
- Establish uniform machine and equipment safety instructions.
- Supply the student with sufficient information and instruction on safety procedures on the various pieces of equipment.
- Develop and maintain a safety inspection plan for facilities.
- Develop and execute a plan to alleviate unsafe conditions over which there is control.
- Establish and maintain a safety-color-coding system.
- Establish and maintain an accident reporting system compatible with State Department of Education requirements.
- Make parents aware of the importance of safety, and the gravity of safety infractions.
- Create and administer a standard written and performance safety test for each machine operation.
- Develop a consciousness in all participants of wearing specific protection gear as required in designated shop areas.
- Develop an awareness of lighting, ventilation, traffic flow, and other general physical conditions of a work area that affect the safety of students or teachers.
- Develop a student routine of proper housekeeping (including the orderly arrangement of tools, equipment, storage facilities, and materials) before, during and after a work session.
- Develop the ability to recognize potential hazards and take appropriate measures to avoid or eliminate them.
- Develop corrective procedures for infractions of the safety education program.
- Providing a safe and healthy learning and working environment for all staff and students that results in the elimination of accidents and illnesses;

- Maintaining compliance with all safety, health and environmental regulations as they relate to individual program areas;
- Developing an awareness on the part of students and staff of their individual and collective responsibility for personal safety and the safety of others;
- Developing permanent safety consciousness conditioned by doing things the safe way;
- Assisting individuals in learning and implementing safe and healthy practices that can be integrated into their day-to-day activities;
- Developing the ability to recognize accident and illness potential (hazards) and take appropriate measures to avoid or eliminate them;
- Developing an awareness of the cause of "occupational" accidents and illnesses and measures to prevent their occurrence;
- Promoting on-going research and evaluation in the area of vocational program health and safety; and
- Ensuring that staff and students are aware of, understand and comply with the established safety and health program.

Appendix IV
Sample Plan

Occupational Safety and Health Program Plan

For the

Career and Technical Education School of Excellence

Authors (if applicable)

Members of the Board of Education (*if applicable*)

Central Office Administration (*if applicable*)

TABLE OF CONTENTS

1.0 Scope

This safety and health plan covers all occupational safety and issues associated with staff, teachers, and students both on school district property and at structured learning experiences worksites. The following school facility locations are covered by this plan:

- *Location 1*
- *Location 2*
- *Location 3*
- *Location 4*

2.0 District Safety and Health Policy

The School Board is committed to providing a safe and healthful environment for all employees and students on school property and at structure learning experiences worksites. Its goal is to eliminate, as much as possible, the risk of school-related injuries and illnesses. It is also committed to providing instruction to students on the proper skills, attitudes, and work habits necessary for them to work safely in their future occupations. As appropriate, the Board will provide funds, time, and training to administrators and teachers to help develop and implement the District's safety and health plan.

It is the Board's policy to comply with all federal, state, and local environment, safety and health regulations. Where regulations are not sufficiently protective, the board supports the implementation of additional measures that provide a safe and healthful environment.

The Board believes that ensuring a safe and healthful environment is everyone's responsibility and should be an integral part of all operations. All employees and students are expected to observe environmental, safety, and health requirements and take all practical steps necessary to prevent injuries and illnesses.

3.0 Plan Objectives

- To establish policies and procedures that will help maintain compliance with applicable environmental, safety and health standards
- To provide safe and healthful working conditions free of recognized hazards
- To encourage practices among faculty, students, and staff which are protective of human health and safety and the environment
- To instruct students in proper safety and health practices applicable to each

- student's career and technical education program
- To evaluate program effectiveness for reducing the risk of injuries and illnesses
- To eliminate incidents associated with occupational safety and health and career and technical education programs

4.0 Organizational Structure and Responsibilities

With support from the Board of Education, the Chief School Administrator (CSA) has the primary responsibility for development, implementation, and review of the S&H Plan and other district safety and health policies, plans, and procedures. The Board of Education will review and approve, as appropriate, district procedures, safety and health policies, plans, budgets, and procedures submitted to the Board by the CSA. The CSA has the following responsibilities:

- Develop and implement a district S&H Plan in cooperation with the Board;
- Provide administrative oversight to ensure the S&H Plan is effective;
- Ensure adequate staffing that allows for implementation of the S&H Plan at all facilities;
- Provide a budget in cooperation with the Board sufficient to implement the S&H Plan and corrective action;
- Ensure the S&H Plan is updated as necessary;
- Ensure unsafe conditions and actions are identified and corrected;
- Ensure district facilities and equipment are safe;
- Ensure training and information is provided to staff, teachers, students, and others as necessary about safety and health issues;
- Ensure compliance with safety and health regulations;
- Ensure staff, teachers, and students comply with the S&H Plan and other regulatory requirements;
- Recommend to the Board the names of Safety and Health Designees;
- Establish emergency procedures to cover evacuations, hazardous material releases, fires, natural disasters (e.g., earthquakes, high winds, floods, hurricanes, thunderstorms, tornadoes, and water utility failure), man-made threats (e.g., violence, terrorist attacks, and bomb threats), medical and first aid emergencies, and handling of bodily fluids that may contain infectious pathogens.
- Ensure students involved in structured learning experiences are supervised by the appropriately licensed teachers;
- Establish procedures for reporting, investigating and recording safety and health incidents involving treatment by licensed care professionals;
- Appoint representatives to the School District Safety and Health Committee; and,
- Develop job descriptions for all district personnel with safety and health responsibilities.

The CSA has assigned responsibility for coordinating all S&H Plan activities within the district to the District Safety and Health Designee (Designee), a Board of Education

approved position. The Director of Buildings and Grounds has been appointed as the Designee. The Designee in cooperation with the CSA has created a District Safety and Health Committee (DC) chaired by the Designee. With consultation by the Designee, the CSA will appoint other key representatives of the District to the DC, as appropriate, to carry out DC activities. The Director of Building and Grounds and at least one Supervisor will be a standing member of the DC. The DC will meet at least quarterly and carry out the following tasks:

- Develop, review, revise, and assist with the implementation of the S&H Plan at school facilities;
- Develop, review, revise, and assist with the implementation of district safety and health policies and procedures;
- Develop, review, and revise emergency procedures to cover evacuations, hazardous material releases, fires, natural disasters (e.g., earthquakes, high winds, floods, hurricanes, thunderstorms, tornadoes, and water utility failure), man-made threats (e.g., violence, terrorist attacks, and bomb threats), medical and first aid emergencies, and handling of bodily fluids that may contain infectious pathogens;
- Develop, review, and revise procedures for reporting, investigating, and recording safety and health incidents involving treatment by licensed care professionals;
- Develop, review, revise, and assist with implementation of policies and procedures for addressing safety and health issues at structured learning experiences worksites;
- Develop, review, revise, and assist with implementation of policies and procedures that ensure safety and health issues are adequately addressed in all career and technical education programs and courses;
- Develop, review, revise, and assist with implementation of policies and procedures for eliminating safety and health hazards on a high priority basis;
- Inspect facilities to identify safety and health hazards;
- Evaluate the effectiveness of the S&H Plan and other S&H policies and procedures;
- Coordinate professional development training for staff and teachers regarding safety and health issues; and,
- Review safety and health inspection reports and incident reports.

In addition to the DC, the CSA will oversee the County Apprenticeship Coordinator who has responsibility for approving and coordinating apprenticeships with the county.

The Director of Buildings and Grounds, in addition to the Designee responsibilities, has the following additional responsibilities:

- Annually review maintenance job tasks to determine potential hazards inherent in the way processes or operations are conducted;
- Annually conduct a workplace hazard assessment for maintenance and repair actions to determine if hazards are present, or are likely to be present, which necessitate the use of use personal protective equipment (PPE);
- Annually create a written document with the title “Workplace PPE Hazard Assessment” certifying that a PPE workplace hazard assessment was conducted, the identity of the workplaces evaluated, the name of the person(s) certifying that the evaluation was conducted, and the date(s) of the hazard evaluation;
- Maintain records of “Workplace PPE Hazard Assessments;” and,
- Place identified maintenance and/or repair actions associated with unsafe conditions on a high priority list to ensure prompt action is initiated.

The Principals at each school or designee(s) have responsibility for implementing the S&H Plan and other safety and health policies and procedures. The Principals have the following responsibilities:

- Assist with development of the S&H Plan;
- Implement the S&H Plan;
- Recommend changes to the CSA regarding improvements to the S&H Plan;
- Evaluate the effectiveness of the S&H Plan every two years;
- Appoint members to the School Safety and Health Committee (SC);
- Ensure the SC meets on a regular basis;
- Assign and organize staff to allow efficient and effective implementation of the S&H Plan;
- Establish procedures to identify and correct unsafe conditions, equipment, and tasks;
- Provide training and information to staff and teachers as necessary about S&H issues;
- Enforce compliance with S&H regulations;
- Enforce compliance with school district policies, procedures, and the S&H Plan; and,
- Include safety and health policies where appropriate in important documentation including the student handbook and within new teacher orientation documents.

The Principals at each school have created a SC. The Vice Principals will serve as the chair of these committees. The Principals in cooperation with the Vice Principals will appoint members to the SC as necessary to carry out the S&H Plan. The SC will meet monthly and carry out the following responsibilities:

- Inspect school facilities to identify safety and health hazards;
- Initiate corrective action to eliminate safety and health hazards;
- Follow up on corrective action implemented to eliminate safety and health hazards to ensure the corrective action has been implemented;
- Review staff, teachers and student practices to ensure proper implementation of

- the S&H Plan;
- Review incident reports;
- Conduct incident investigations;
- Make recommendations to the Principal regarding improvements in safety and health policies and procedures;
- Advocate for compliance with safety and health policies and procedures;
- Assist teachers, as needed, with job safety analysis of student tasks; and,
- Assist supervisors and teachers, as needed, with instructional improvements for addressing safety and health issues.

As safety and health is a shared responsibility, the School Nurses, Supervisors, Teachers, Structured Learning Experience Coordinators, Students and Parents/Guardians must also follow safety and health policies and procedures. The following is a list of their responsibilities:

- School Nurses
 - Establish procedures for responding to incidents involving first aid and other medical emergencies;
 - Establish universal precaution procedures;
 - Assist with development of universal precaution policies;
 - Establish procedures for medical clearance associated with the issuance of respiratory protection;
 - Report medical incidents to the principal and others as assigned;
 - Follow procedures established for responding, investigating, reporting and recordkeeping associated with safety and health incidents;
 - Assist with the completion of incident reports; and,
 - Coordinate or conduct training on emergency medical procedures and universal precautions.
- Supervisors
 - Follow district policies, procedures, and the S&H Plan;
 - Develop curricula in cooperation with teachers that addresses career and technical education safety and health issues;
 - Assist the principal to ensure the S&H Plan is implemented in the district;
 - Participate in safety and health inspections and job safety task analyses; and,
 - Provide administrative over site to ensure teachers carry out assigned responsibilities.

- Structured Learning Experience (SLE) Coordinators
 - Supervise students at SLE worksites only within the scope allowed by their credentials;
 - Place students at SLE worksites in compliance with federal and state child labor laws;
 - Review and approve SLE worksites prior to placement to ensure worksites are safe;
 - Develop and implement a training agreement in accordance with NJDOE requirements and guidelines following NJDOE model agreements available at the following website: <http://www.nj.gov/education/voc/sle/>;
 - Develop and implement a training plan establishing the goals, education and training objectives, and worksite activities of the SLE in accordance with NJDOE requirements and guidelines available at the following website: <http://www.nj.gov/education/voc/sle/>;
 - Inspect SLE worksites every 10th day the student reports to the worksite following the “NJ Model Worksite Visit Checklist for SLE and Cooperative Education Experiences” available at the following website: <http://www.nj.gov/education/voc/sle/>;
 - Maintain records of training agreements, training plans, worksite inspections, and the formative and summative assessments being used by the district and worksite mentor to assess the student’s progress in accomplishing the learning objectives that are identified in the student learning plan;
 - Follow district safety and health policies and procedures for SLE placements;
 - Ensure SLE students receive worksite specific safety and health training;
 - Investigate and implement corrective actions for each incident; and,
 - Report each incident according to the school district’s procedures.

- Teachers
 - Follow district policies, procedures, and the S&H Plan;
 - Develop curricula that addresses career and technical education safety and health issues;
 - Incorporate the results of hazard analyses into the curricula;
 - Regularly inspect classrooms to identify unsafe conditions;
 - Conduct a job safety task analysis of student tasks that involve exposure to safety and health hazards;
 - Implement corrective action to prevent student exposure to unsafe conditions, equipment, and tasks;
 - Instruct students on safety and health issues associated with career and technical education courses prior to exposure to safety and health hazards;
 - Provide material safety data sheets and hazardous substance fact sheets to students as requested;
 - Establish safety and health procedures for students in the classroom;

- Assess students on safe and health knowledge and procedures before students may perform any activity posing a significant safety and health risk;
 - Enforce safety and health procedures;
 - Maintain student records of assessments associated with safety and health knowledge and procedures;
 - Attend professional development courses on safety and health;
 - Investigate safety and health incidents that occur in the classroom;
 - Model best safety and health practices to the students;
 - Supervise students at all times while in the classroom; and,
 - Practice emergency procedures as necessary.
- Students
 - Work in a safe and healthy manner;
 - Follow all safety and health procedures and rules;
 - Keep work areas neat and clean;
 - Dress in a safe and healthy manner for the job;
 - Report unsafe conditions and equipment to the classroom teacher immediately;
 - Report all incidents associated with safety and health to the teacher;
 - Wear all personal protective equipment as required;
 - Inspect all personal protective equipment prior to donning to identify defects; and,
 - Use protective and safety equipment, tools, and machinery as they were designed.
- Parent/Guardians
 - Develop an awareness of the safety and health policies, procedures and expectations in the student's career and technical education program;
 - Reinforce district safety and health policies and procedures;
 - Review district correspondence regarding career and technical education safety and health issues and respond as required;
 - Inform the school district of any unreported injury or illness resulting from a career and technical education incident and any related medical follow up.

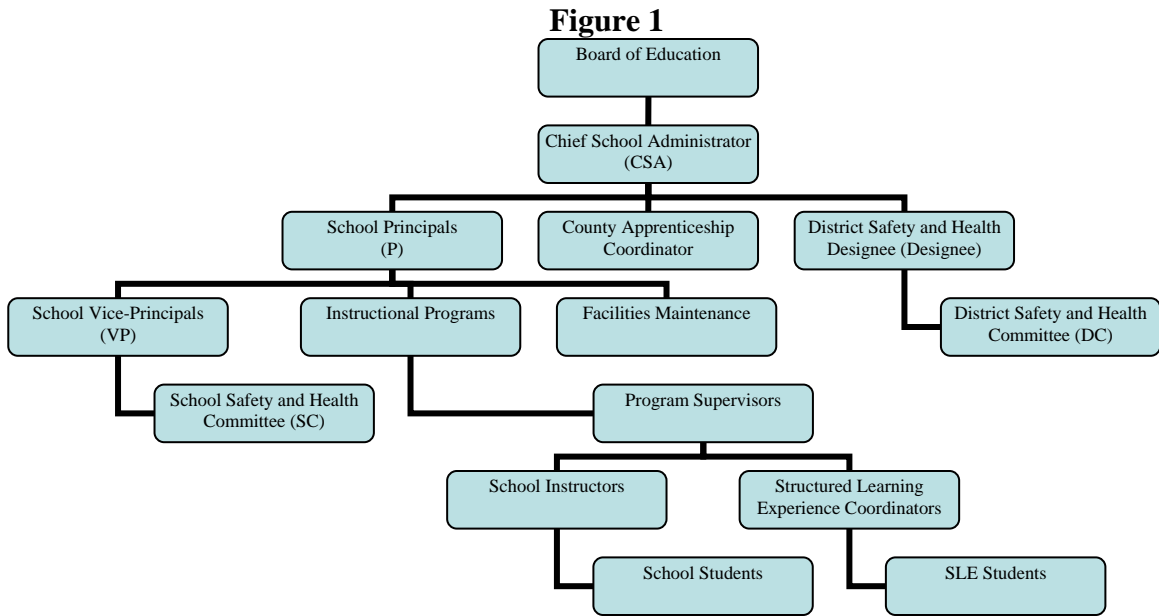


Figure 1 shows the organizational structure for the S&H Plan.

Attached (Appendix A) are the names and titles of the school district’s key contacts for S&H.

5.0 Hazard Analysis Procedures

5.1 General inspections to identify safety and health hazards will be conducted as follows:

- Annual inspections by local fire inspectors;
- Periodic insurance carrier inspections;
- District and School Safety and Health Committees inspections;
- Teacher inspections of classrooms at the beginning at each class; and,
- Structure learning experience coordinator inspections of SLE worksites.

The District Safety and Health Committee will conduct safety and health inspections of administrative offices located at using the inspection checklist attached as Appendix B. By the end of each school year, all administrative offices will be inspected at least once. The DC will also review inspection reports conducted by the local fire inspectors and insurance carriers. Where inspections and/or inspection reports have identified hazards posing an unacceptable risk, corrective action will be implemented. Where unacceptable risks associated with instructional programs have been identified, this information will be communicated to the appropriate supervisor and instructors involved.

School Safety and Health Committees will conduct safety and health inspections of their school facilities monthly also using the inspection checklist attached as Appendix B. By the end of the school year, all school facility areas will have been inspected at least once. Where inspections and/or inspection reports have identified hazards posing an unacceptable risk, corrective action will be implemented. Where unacceptable risks associated with instructional programs have been identified, this information will be communicated to the appropriate supervisor and instructors involved.

At the beginning of each class period prior to the entry of new students, teachers will also conduct a quick inspection of the classroom to identify any safety and health hazards. Any significant hazards will be corrected before student exposure to the hazard is permitted.

Finally, SLE Coordinators will conduct inspections of worksites prior to placement of any students and then every 10th day the student reports to the worksites using forms. The “”Worksite Safety and Health Evaluation Guide” available at the following website: <http://www.nj.gov/education/voc/sle/> will be used for the initial inspection. The “NJ Model Worksite Visit Checklist for SLE and Cooperative Education Experiences” available at the following website: <http://www.nj.gov/education/voc/sle/> will be used for follow up inspections. Any significant hazard will be corrected such that no exposure can occur to students.

5.2 Procedures for inspections of personal protective equipment (PPE) and devices

All users of PPE will be provided training on the proper care and maintenance of the PPE. Users of PPE will inspect the PPE prior to donning to identify any defects.

5.3 Procedures for chemical inventories and review of material safety data sheets

Chemical inventories and maintenance of materials safety data sheets will be conducted following the procedures specified in the District Hazard Communication Program. A copy of the written program is available from the CSA, District Safety and Health Designee, and School Principals.

5.4 Procedures for job safety task analysis to identify potential hazards inherent in the way processes or operations are done

The Director of Buildings and Grounds or his/or designee will annually review maintenance and repair job tasks to determine potential hazards inherent in the way processes or operations are conducted. Where unacceptable risks are identified, corrective will be implemented. As part of this review, a workplace hazard assessment will be conducted to determine if hazards are present, or are likely to be present, which necessitate the use of use personal protective equipment (PPE). A written document will be created with the title “Workplace PPE Hazard Assessment” certifying the PPE workplace hazard assessment was conducted, the identity of the workplaces evaluated, the name of the person(s) certifying that the evaluation was conducted, and the date(s) of the hazard evaluation. This document will be maintained by the Director of Buildings and Grounds.

Individual instructors in cooperation with their program supervisors will annually review student tasks in their instructional programs to determine potential hazards inherent in the way processes or operations are conducted. Where unacceptable risks are identified, corrective will be implemented. Where appropriate, instructors will incorporate jobs safety analysis results into student instructional programs. As part of this review, a workplace hazard assessment will be conducted to determine if hazards are present, or are likely to be present, which necessitate the use of use personal protective equipment (PPE). A written document will be created with the title “Workplace PPE Hazard Assessment” certifying the PPE workplace hazard assessment was conducted, the identity of the workplaces evaluated, the name of the person(s) certifying that the evaluation was conducted, and the date(s) of the hazard evaluation. These documents will be maintained by instructors or program supervisor.

5.5 Maintenance and repair procedures for safety and health issues

All unacceptable safety and health hazards requiring maintenance and/or repair action will be reported immediately to the Director of Building and Grounds or designee. Each report will be clearly identified as a safety and health priority. All worker or student exposure to the unacceptable hazards will be prevented until the unsafe condition is remediated. The Director of Buildings and Grounds will place all maintenance and/or repair actions associated with unsafe conditions on a high priority list to ensure prompt action is initiated.

6.0 General Methods and Procedures to Educate Students About Safety and Health

Every career and technical education course offered will address the general safety and health competencies associated with the program. Descriptions of general classroom safety and emergency procedures will be developed by instructors and program supervisors. The following are general competencies addressed across courses:

- Identify and use safe work procedures;
- Select the correct tools and equipment for each job;
- Use tools and equipment correctly;
- Maintain tools and equipment;
- Maintain a clean and orderly work area;
- Wear attire and safety equipment appropriate to the task;
- Identify hazardous substances in the workplace;
- Use and properly store hazardous substances;
- Identify and correct hazardous or unhealthy work conditions;
- Follow appropriate security procedures;
- Participate in safety training exercises;
- Follow first aid procedures using universal precautions;
- Follow materials disposal procedures;
- Follow fire prevention procedures;
- Follow emergency procedures; and,
- Comply with safety and health policies, procedures and regulations.

Instructional methods will be decided by the individual instructors and will be incorporated into their lesson plans. Examples of some successful safety and health instructional methods to be used are:

- Providing safety and health information sheets;
- Lectures, demonstrations and discussions;
- Utilizing field trips, resource speakers from businesses and industry and other community services and agencies;

- Safety posters, warning signs, and other printed materials;
- Participating in safety related contests;
- Audio-visual presentations;
- Simulations;
- Displays;
- Role playing;
- Hazard mapping (<http://www.njsafeschools.org/newsletters/newsletter17.pdf>);
- Student development of hazard signs based on hazard analysis;
- Student facility inspections; and,
- School awards for safety and health posters, bulletins boards or projects.

Assessment methods will be decided by the individual instructors. Examples of some assessment methods to be used are:

- Written objective tests with a passing grade of 100%;
- Teachers supervised performance tests;
- Continual observation of performance and behavior; and,
- The review and analysis of incidents whether serious or not.

The results of student assessments for safety and health will be maintained in accordance with the district's standard practices for recording and reporting student grades. Students must pass all safety and health assessments successfully before they will be allowed to work in hazardous situations. Retraining of students will be given as necessary if a student in anyway demonstrates a lack of competency. When hazardous chemicals are used, students will be instructed in the hazards of the chemicals and how to protect themselves when handling the chemical prior to any potential exposure. Material safety data sheets or hazardous substance fact sheets will be provided to students and reviewed as needed to ensure student protection. A jobs safety analysis will be conducted annually by the instructor or when a new hazard is introduced and the results of the analysis incorporated into the instructional program.

7.0 Student compliance with safety and health procedures and disciplinary action

Students are required to follow safety and health procedures in the classroom and at SLE worksites. All deviations from acceptable practices included in written safety guidelines, or teachers instructions, are deemed a serious offense.

Upon first offense, the student will be given a warning, and will be reinstructed by the teacher regarding safety policy and regulations. A second infraction requires teacher held detention. A third offense shall be reported in writing to the Assistant Principal and the parents notified. All students who continue to disregard safety and health policy and/or regulations, and demonstrate a clear and present danger to themselves or other classmates, shall, after due process, be removed from the course.

8.0 Emergency Procedures

8.1 District-Wide Crisis Management and School Safety Plan (CMSSP)

The District has developed a District-Wide Crisis Management and School Safety Plan (CMSSP) in accordance with N.J.A.C. 6A:16-5.1 and NJ Department of Education guidelines. The CMSSP has been distributed to all employees. New employees receive a copy of the CMSSP within 60 days of employment. In addition, all district employees have received an in-service training program about the CMSSP and receive an annual review. New employees receive an in-service training program about the CMSSP within 60 days. The CMSSP is reviewed annually and updated as necessary. Changes to the CMSSP are communicated in writing to employees.

The CMSSP has its own organizational structure including a District Crisis Response and Safety Team and School Building Level Crisis Response and Safety Teams. Consult the CMSSP for additional details regarding Team memberships and responsibilities. The CMSSP includes response procedures for all of the following emergencies:

- Hostage situations;
- Weapons;
- Intruders;
- Threats of Violence;
- Bomb Threats;
- Fire, Explosion and Chemical Releases;
- Evacuations; and,
- Natural disasters.

8.2 Bloodborne Pathogens and Universal Precautions

The district has a separate procedure for handling blood and bodily fluids using universal precautions in compliance with N.J.A.C. 6A:16-2.3 (e) and the OSHA Bloodborne Pathogens standard 29 CFR 1910.1030. The school nurse at each school has a copy of the Exposure Control Plan as required by 29 CFR 1910.1030. Universal precaution response kits are also placed in appropriate classrooms as needed. Training has been given by the school nurse who may be called on to administer first aid.

8.3 Emergency Medical Procedures and First Aid

In the case of a medical emergency at school facilities the following procedure will be followed:

1. Personnel must remain calm.
2. The instructor or person in charge should immediately contact the nurse/administrator or send two student for the nurse/administrator giving the
 - a. Location of person
 - b. Name of person
 - c. Type of injury
3. The nurse and administrator will both report the emergency scene.
4. The school nurse or other first aid trained person shall be responsible for administering first aid, except for very minor injuries.
5. In the case of acids and/or corrosives, eye wash stations and/or safety showers shall be used as needed.
6. Keep all personnel and students uninvolved in the emergency away from the area.
7. The administrator will secure outside medical assistance when the emergency is so severe that that it suggests immediate hospital care.
8. The parent/guardian shall be notified as soon as possible.

In the case of a medical emergency at an SLE worksite, employer procedures will be followed. The SLE Coordinators and parents/guardians will also be notified.

9.0 Reportable Incidents and Accident Follow Up Procedures

After appropriate first aid or other emergency response actions have been initiated, all incidents associated with staff or students on school premises or at SLE worksites associated with school district sponsored programs must be documented on the District Incident Report Form (Appendix C) and sent to the school nurse associated with the staff person or student involved in the incident. As an alternative, the school nurse may complete the District Incident Report Form. An incident involves any first aid treatment of an injury or illness during a school sponsored activity. Minor incidents such as scratches, bruises, etc., need not necessarily be reported. Depending on the circumstances, the School Nurse may initiate the following actions:

1. Notify the Principal, School Safety and Health Designee, CSA, District Safety and Health Committee, School Safety and Health Committee
2. Notify the parent/guardian
3. Complete appropriate insurance forms and other district forms
4. Coordinate completion and submission of the NJ Department of Education Incident Reporting Form required by N.J.A.C. 6A:19-6.6. The form and Guidance Manual for completing the form can be found on the following website: <http://www.nj.gov/education/voc/sle/>.
5. Request an incident investigation be conducted by the District or School Safety and Health Committees
6. Complete the NJOSH-300 and NJOSH-300A forms as necessary per PEOSH requirements (http://lwd.state.nj.us/labor/forms_pdfs/lse/NJOSH300.pdf).

All incidents involving treatment by a physician will be investigated by either the District or School Safety and Health Committees. The Committee investigating the incident will complete the District Incident Investigation Form (Appendix D) and initiate all corrective action needed to prevent future occurrences of the incident.

10.0 Safety and Health Practices and Procedures Specific to Programs/Courses

A complete list of programs and courses is attached as Appendix E. Instructors in cooperation with the program supervisors will develop program specific safety and health practices and procedures for their courses. The instructors will also develop and maintain a list of equipment in each program with a description of respective safety procedures and usage. Instructors will incorporate practices and procedures in their course curricula and include in their lesson plans specific learning objectives addressing safety and health issues, as necessary. In addition, a safety contract must be signed by the student and parent prior to working any tools in a shop.

11.0 General Safety, Health and Environmental Requirements, Plans and Procedures

The following written plans have been developed to address the safety and health issue indicated:

- General PPE policy and procedures per 29 CFR 1910.132
- Eye protection policy and procedures per N.J.A.C. 6A:26-12.5
- Respiratory protection policy and procedures per 29 CFR 1910.134
- Hearing protection policy and procedures per 29 CFR 1910.95
- Hazardous chemicals in laboratories plan per 29 CFR 1910.1450
- Lockout/Tagout plan and procedures per 29 CFR 1910.147
- Fire prevention plan per 29 CFR 1910.39
- Indoor air quality plan per N.J.A.C.12:100-13

Copies of the policies, plans, and procedures are available through the CSA, Principals, Safety and Health Designee, District Safety and Health Committee, School Safety and Health Committee.

Appendix A Key Safety and Health Contacts

Title	Name
Chief School Administrator	
District Safety and Health Designee	
District Safety and Health Committee Member #1	
District Safety and Health Committee Member #2	
District Safety and Health Committee Member #3	
District Safety and Health Committee Member #4	
District Safety and Health Committee Member #5	
District Safety and Health Committee Member #6	
School #1 Principal	
School #1 Vice Principal	
School #1 Safety and Health Committee Member #1	
School #1 Safety and Health Committee Member #2	
School #1 Safety and Health Committee Member #3	
School #1 Safety and Health Committee Member #4	
School #1 Safety and Health Committee Member #5	
School #1 Safety and Health Committee Member #6	
School #1 Safety and Health Committee Member #7	

Appendix B
School Inspection Checklist(s)

Appendix C
District Incident Report Form

1. Name of person injured or suffering illness:
2. Title of person and grade, if applicable:
3. Location of incident:
4. Time of incident:
5. Date of incident:
6. Description of incident:
7. Extent of injury or illness:
8. Person in charge when incident occurred:
9. Witnesses to incident:
10. Immediate action taken:
11. Individuals notified:
12. Name of person completing form:
13. Date form completed:

Appendix D District Incident Investigation Form

Incident Date:
Incident Time:
Incident Location:
Individuals injured or suffering illnesses:
Names of witnesses interviewed:
Extent of injuries or illnesses:
Description of incident:
Tasks/activities being conducted at the time of the incident:
Describe any unsafe acts:
Describe any unsafe conditions:

Identify the cause(s) of the incident:
Describe incident response actions:
Identify any incident response problems:
Corrective action taken:
Follow up action needed:
Date(s) of investigation:
Individual(s) conducting investigation

Appendix E
List of Programs and Courses