

SCHOOL SAFETY RESOURCE MANUAL

Provided by Catholic Mutual Group

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Foreword

The safety and well-being of our students, teachers, employees, and visitors to our schools, as well as the conditions of our properties, are of great importance. Sometimes, due to pressing matters that arise, safety issues get lost in the daily operations of a school. This is understandable, since the primary objective of a school is to educate. However, ensuring safety is an important objective as well.

As part of the Catholic Church, Catholic Mutual Group has worked hard in promoting safety awareness. Therefore, it is no surprise that we have been providing assistance to Catholic educational institutions across the country. In our attempt to further this cause, we have written this manual to provide concise and useful information to school administrators. There is much information that could be put into this manual. Although we felt it best to be brief, we urge you to contact us if more specific or detailed information is needed. Our objective since 1889 has been to “serve the temporal needs of the Catholic Church.” We trust you will find this manual to be a valuable resource and guide.

Physical Plant

A. Fire Safety

While fires are not the most frequent losses our schools suffer, they can be the most devastating. There are nationally recognized standards for the prevention of fire losses. The National Fire Protection Association Life Safety Code and other related standards are the most widely used fire prevention codes in the United States. The following guidelines for fire safety come from these standards.

It is very important for school administrators to conduct regular inspections of their schools for fire hazards. Following are items that should be checked regularly.

Housekeeping

Poor housekeeping is one of the most common problems found in our schools, but it's also one of the easiest to correct. All storage rooms, classrooms, and offices should be checked at least weekly to ensure they are not cluttered with materials and that all storage items are placed on shelves or in cabinets.

Generally, boiler rooms should not be used as storage rooms. No material should be stored within six feet of a boiler. At no time is it acceptable to store paint, flammable liquid, gasoline, or gasoline-powered equipment in boiler rooms. Gasoline and gasoline-powered equipment must be stored in an acceptable area, such as a garage or a lawn-shed. Gas-fueled water heaters must also have at least three feet of clearance around them at all times.

Frequently, electrical panels are located in storage rooms. During weekly inspection tours, ensure that storage materials are not allowed within three feet of the electrical panels. Electrical panels are potential ignition sources for fires. Also, in case of an emergency, you must have quick and easy access to the electrical panels in the event a circuit would need to be turned off. For this reason, all circuits should be labeled.

Exit doors

At the beginning of each day, ensure that all exit doors are unlocked and operate easily. All exit hallways and stairways should be clear of stored materials and desks.

While checking the exit doors for proper operation, ensure that all bulbs in the lighted exit signs are operating. Notify maintenance personnel of any burned out bulbs.

Emergency lights

It is recommended that all schools have battery-powered emergency lights located in all exit hallways, stairs, gyms, and auditoriums. These lights must be checked for several seconds at least monthly to ensure they all function properly. Annually, these lights must be allowed to burn for 1 to 1-1/2 hours.

Fire extinguishers

Fire extinguishers are required to be placed throughout the school. They should be visually checked at least monthly to ensure they are still properly secured to the storage bracket and that the pressure gauge shows there is adequate pressure in the extinguisher.

Annually, the fire extinguishers must be inspected and tagged by a trained and qualified technician or company.

Fire extinguishers are required to be placed throughout the school so there is no more than 75 feet of travel distance from any one point to an extinguisher. These extinguishers are required to be a minimum of five-pound, ABC-rated, dry chemical fire extinguishers. Chemistry labs, kitchens, industrial arts classrooms, and home economics classrooms should have five-pound, BC-rated, dry chemical fire extinguishers.

Fire alarm system

All schools are required to have a fire alarm system installed throughout the school. School administration must be well versed as to how this system operates and must visually check the control panels at least monthly to ensure all lights are functioning properly. (See Section F for more information.)

At least twice a year, the fire alarm system must be inspected by a trained and licensed fire alarm inspection company or technician. Contact your local fire marshal to review state or local fire alarm regulations that apply to schools.

B. Electrical Systems

Due to the older age of many school buildings and the rapid growth in the number of electronic devices used in our schools, electrical hazards continue to be a concern.

Many school buildings were built before the widespread use of computers; thus, the electrical circuits were not designed for extensive use. The typical twenty-year-old classroom contains only one or two outlets. As the need for more power to run computers, televisions, VCR's, and projectors increases, concerns grow on how to safely expand electrical systems.

Take the utmost care to not overload electrical circuits. Electrical extension cords may be used with restraint, but use only heavy-duty, single-outlet or fused, protected, multi-outlet extensions.

Expanding or designing a computer lab requires careful planning. Arrange outlets so cords won't run along the floor and pose tripping hazards. Ask your electrician to work with the teacher and school administration to properly arrange the outlets for computer stations.

Surge protectors and surge arrestors are vital appliances for not only computers, but for all electronics. These devices prevent and reduce damage to electronics caused by lightning or power surges. Surge protectors can be built into the wall outlet or can be made a part of the multi-outlet bar used to plug electronics into the wall outlet. Install surge arrestors at the electrical panel or service entrance where they can protect against high voltage surges.

Also check the electrical panels themselves. Mark all circuit breakers and fuses to indicate which areas of the building they cover.

Never tape circuit breakers in the closed or "On" position. This prevents breakers from functioning properly in case of an overload. If you wish, you may buy a device which prevents breakers from being tampered with while still allowing them to trip if a problem occurs in the circuit.

If the cover of the electrical panel is removed to conduct repairs or improvements, replace it immediately upon completion of the work. This cover prevents sparks from the panel's interior from igniting nearby combustibles.

C. Preventative Maintenance

Preventative maintenance is necessary to maintain buildings, grounds, and equipment in safe condition. It extends the life of equipment and prevents deterioration of properties. Lack of maintenance can result in larger expenses due to costly breakdowns, repairs, and replacements. A hazardous or deteriorated condition which is not reported and repaired could result in injuries or damage to your property. Punitive damages may be assessed in situations where a party was injured by a hazardous condition which was known but not corrected.

It is equally important to not only have regular maintenance checks, but also to report any hazardous conditions or needed repairs. All employees should be aware of this policy and be required to immediately provide this information to school administration. Having a card or form available for reporting is also recommended. This form should identify the problem, the person reporting, and the date it was given to administration.

The following four pages are sample checklists that can be used by your maintenance staff. These forms can be modified to fit your specific needs. Also, the checklists are only guides, and manufacturers' manuals and schedules should always be consulted and incorporated into a preventative maintenance program.

Finally, each facility should have a designated person who is responsible for performing and monitoring the preventative maintenance program.

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Preventative Maintenance Checklist

Daily

Please initial and date with time upon completion of each item checked.

<i>Wet or snowy days:</i> Clean up water around entrances and on steps right after school starts, just before lunch, and just before dismissal.						
Check all stoves, hood filters, and cooking areas to insure they are properly cleaned to remove grease and inflammable waste.						
Check exit lights.						
Check all outside lights.						
Vacuum carpets (in heavy traffic areas, classrooms, offices, etc.).						
Pick up all trash around buildings.						
Clean up around dumpster.						
<i>Cold Weather Precautions:</i> If heat is left on, check to see that it is still on. Pipes under sinks are usually on the outside walls. Open the cabinet doors so heat can get to these pipes.						
Use salt and shovel to clean a path on each set of steps when there is ice on the ground. Path should be next to the hand rail.						
<i>Check all portable heating units to insure they:</i> (1) are not a tripping hazard; (2) don't overload a circuit.						

Preventative Maintenance Checklist

Weekly

Please initial and date with time upon completion of each item checked.

Week ending:						
Check gauge on fire extinguishers.						
Check smoke detectors.						
Water all shrubs and trees (if it hasn't rained that week).						
Drain water from air compressor.						
Blow down boiler.						
Check plumbing in all commodes.						
Check all sinks for leaks.						
Pour water in bathroom floor drains.						
Cut grass.						
Check lights – fluorescent/incandescent.						

Preventative Maintenance Checklist

Monthly

Please initial and date with time upon completion of each item checked.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Check all window frames and glass for cracks. Check window screens.												
Check caulking on windows.												
Check hardware on all doors.												
Check all storage areas to insure they are clean, shelves are not overloaded, and heavy objects are stored on lower shelves.												
Check all trees for dead branches.												
Check all playground equipment.												
Check and clean out outside drains.												
Check all painted surfaces to see if scraping and painting are in order.												
Check all fences.												
Trim shrubs.												

Preventative Maintenance Checklist

3 Months – 6 Months - Yearly

Please initial and date with time upon completion of each item checked.

	Every 3 months			Every 3 months			Every 3 months			Every 3 months		
Change oil in air compressor.												
Clean heating & air conditioning coils.												
Clean filters.												
Lubricate bearings and shaft.												
Leave heat on in vacant buildings or turn off the water and drain the pipes.												
Check fuses/breakers.												
Check motors/connections.												
	Every 6 months						Every 6 months					
Clean carpets.												
Oil fan motor.												
Blow down water heaters.												
Remove and clean out P-traps.												
Inspect roof.												
Clean out gutters.												
Check weather stripping on doors and windows.												
	Yearly						Check roof drains for blockage after every heavy rain					
Termite inspection/treatment (outside contractor).												
Fire extinguishers checked (outside contractor).												
Clean entire heating/air condition unit.												
Check panel identification.												
Check receptacles												

D. Fire Drills

According to the National Fire Protection Association Life Safety Code, schools are required to conduct regular fire exit drills. Document these drills as to the date, time of day, number of students involved, and the time taken to totally evacuate the school. School administration should complete this documentation.

The purpose of the fire exit drill is to train staff and students in the calm and orderly evacuation of the school in case of a fire or other emergency. Stress disciplined and orderly evacuation rather than speed.

Include written plans for fire exit drills as a part of your school manual. Post a floor plan of the school with primary and secondary exit routes in each room. Customize this policy to suit your school, weather, and local and state regulations. Please consult your local fire authority when developing your plan.

The goal of fire exit drills

Staff should attempt to exercise complete control of a fire drill situation so that students form lines quickly and silently. This control will allow the staff to stop the class and reroute them in case of a blocked passage. Ask students to evacuate briskly, quietly, and orderly; allow no running.

How often to conduct fire drills

Conduct two fire exit drills within the first two full weeks of the school term. Conduct a minimum of one fire exit drill per month thereafter for a total of ten exit drills per school year. Any accidental activation of the fire alarm system that results in an evacuation of the school should be documented and counted as a fire exit drill.

When to conduct fire drills

Hold fire exit drills during various hours of the class day. Also conduct drills during class changes, during recess, during gym class (in appropriate weather), and during school assembly. Instruct students what to do in each of these situations at the beginning of the school year.

Monitors

Appoint monitors from each class to help the teacher with the evacuation. Select these students from the more mature members of the class. Instruct them to hold open doors in the line of march and to close doors where needed to prevent the spread of fire or smoke. Appoint two substitutes for each monitor in case of the regular monitor's absence.

Use the actual alarm

The fire exit drill must simulate an actual fire alarm situation. Therefore, sound the fire exit drill on the installed building fire alarm system. Once the signal sounds, do not allow students to get coats, hats, or books. Retrieving these items takes valuable time that may be needed to evacuate the building; it may also delay and interfere with the evacuation and cause trips or falls.

Exit order

Once the fire alarm sounds, students should form an orderly line at the door leading from the classroom. If any of the outside windows of the classroom are open, instruct the students seated nearest to them to close them. If the students are too young to close the windows, the teacher should complete this task while the students are lining up at the door. Students must not leave the room without the teacher or staff person leading them. Ask the last student out of the classroom to close the door.

Checks for individuals

Teachers or staff should check restrooms once the class for which they are responsible is joined to the exit lines of other classes who are proceeding outside.

Predetermined location

Lead all students to a predetermined location away from the building. This location should be a safe distance away so students are not exposed to the dangers of fire and will not interfere with fire department operations.

Head count

Once at the predetermined location, staff should ensure all students are accounted for. This could be easily accomplished if faculty keeps the attendance or class list readily available in the event of such emergencies. If a fire emergency exists, staff should not re-enter the building in an attempt to retrieve anyone, as this increases the possible injuries emergency personnel will have to deal with upon their arrival. Inform emergency crews if someone is unaccounted for.

Crossing guards

If it is necessary to cross a street or roadway, monitors should serve as crossing guards to ensure safe crossing. Give monitors signs to carry which read, "STOP! School Fire Drill."

Clear signal

Do not allow students to re-enter the school until a predetermined "all clear" signal is sounded. This signal can be a horn, flag, or other electronic sound. Do not use the fire alarm system for this signal. Whichever signal is used, it must be under the control of school administration and kept under lock and key when not in use. This prevents unauthorized re-entry into the school in the case of a true fire emergency.

Fire Exit Drill Report

The following is a sample "Fire Exit Drill Report" form. This form should be used to document all fire exit drills you conduct, unless your state or local fire authority requires that a specific report be completed. Only one report needs to be completed.

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FIRE EXIT DRILL REPORT

School _____ (Arch)Diocese _____

City _____ State/Zip _____

Drill #	Date of Drill	Time: AM/PM	Exit Time	# of Students	Conducted By
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

False alarms and accidental alarms may be counted as fire exit drills if the building is evacuated.
Tornado or disaster drills do not substitute for fire exit drills.
Form is to be kept on file in school office during school months.

E. Emergency Response

All staff, as part of their annual orientation, must be instructed in their responsibilities in case of the activation of a fire or security alarm system. They must also be instructed what to do if they are the ones who discover a fire or other type of emergency.

If either alarm is activated or if it is determined an emergency exists, the fire alarm system (in the case of a fire emergency) must be activated to notify the building occupants. The proper local authorities must be notified by calling the local emergency telephone number, even if the alarm system automatically notifies the authorities.

The information the emergency operator will need, at a minimum, is as follows:

- location address;
- name of facility;
- type of emergency (fire, medical, etc.);
- the emergency's location in the building;
- name of reporting person.

The person reporting the emergency should stay on the phone to answer any questions the operator may have, unless he or she is in danger.

F. Alarm Systems

Fire alarm systems

A fire alarm system is required in all schools. The system is composed of, at a minimum, a control panel with emergency battery power, warning devices (horns or bells) which are audible in all areas of the school, and manual activation pull stations at all exits from the building. Smoke detectors interconnected to the fire alarm system may be required by local fire officials.

Depending on local or state regulations, fire alarm systems are required to be checked for proper operation on a regular basis. This must be completed by a trained, qualified, and licensed technician or company. Contact local fire officials for what is required. When no regulation exists, the system should be inspected at least twice annually.

Intrusion alarm systems

Due to past theft losses or to your facility being located in an area susceptible to theft, the installation of an intrusion or burglar alarm system may be necessary.

This type of system has some of the same components as a fire alarm system. It is made up of a control panel, wiring, and contact sensors or motion detectors. It can even have automatic telephone dialers that call law enforcement and school administration in case of an alarm activation when the building is not occupied. The system is designed for the location and its needs.

When installing an intrusion alarm system, it is important to get input from local law enforcement and to solicit more than one alarm contractor. This system should protect the school office area, computer labs, electronic storage areas, library, and any area where money or expensive equipment is used or stored.

By following these guidelines, we can greatly reduce the chance of damage to our schools from vandalism, arson, and theft.

G. Building Security

It is important to secure our buildings against unauthorized and illegal entry. This is as simple as locking all doors, including classroom doors, at night when the building is no longer occupied. At no time should any exit door be locked while a building is occupied.

You may lock off areas of a building that are unoccupied as long as emergency exit passages are not cut off. An example of this would be to secure a wing located off the gymnasium during an evening school-sponsored event. This is a simple way to secure part of the building and reduce the number of staff needed to supervise the event. Work with local fire officials to develop an approved plan to lock off areas of the building.

Exit doors that do not fit properly or have broken latching devices are a source of easy entry to our buildings. It is easy just to chain these doors instead of making the needed repairs, but this is not acceptable; chains might be left in place when the building is occupied, and people could be trapped in a fire emergency.

If a door latching device is broken and beyond repair, it must be replaced. There are other means of providing door security without chaining, pad-locking, or dead-bolting doors. For example, security bars can prevent entry, and yet still be easily removed.

Cracked and broken window or door glass is easily and quietly removed to allow easy entry to the building. This promotes theft, vandalism, and arson in our buildings. Glass is usually easy and inexpensive to replace. It is important that our buildings be checked regularly and that repairs to windows and doors be made as soon as possible.

Security lighting

Providing adequate outside lighting serves several important functions. Good lighting lets people who are visiting our facility safely see their way to their cars at night. Many of the people who filed trip-and-fall claims against our schools tell us they could not see where they were going, as it was too dark. Something as small as a slightly uneven crack in a sidewalk can cause a serious injury to someone who trips over it.

Good outside lighting goes a long way to discourage illegal entry into our buildings. Criminals do not like to be seen while breaking the law. This also applies to vandals. Good lighting not only adds to the safety and security of our buildings, but it also accents the beauty of them.

Liability Control

A. Premises Liability

Legal liability can be created from a number of sources; essentially, liability results from the negligent acts or omissions of a party.

Generally, to establish liability, the injured party must prove negligence. This would fall under civil law, and the burden of proof would rest on the plaintiff to demonstrate liability with a “preponderance of the evidence” — as opposed to criminal law where the burden rests on the prosecution who must demonstrate guilt “beyond a reasonable doubt.”

There are four major components of the definition of negligence:

- first, a duty of care must be owed;
- second, there was a breach of the duty owed;
- third, the breach of duty was the proximate cause of the accident, and;
- fourth, injuries and/or damages resulted.

Without all four of these components, there would not be a basis for legal liability, and no claim would exist. For example, the first three components could be present, but if no damages resulted, the party has no collectible action.

Generally, the duty owed is what would be reasonably expected or how a reasonable and prudent person would have acted in that given situation. There are differing degrees of duty owed, depending on the classification of the individual on the premises. There are three classifications.

Invitee

This would include visitors to the premises, students, parents, and guests. A higher degree of care is owed to this class of people. The property owner must provide safe passage and a safe environment to an invitee. Therefore, having cracked sidewalks or slippery floors would be a failure to provide a safe passage.

Business invitee

There is a lesser degree of care owed. The reasoning behind this is that the business guest is on the premises for his or her own benefit and therefore assumes some of the risk.

Trespasser

Believe it or not, a property owner still owes a duty of care, even though slight, to a trespasser. The duty of care would be to warn of concealed hazards. For example, a large opening or hole would need to be adequately barricaded with appropriate warning of the impending danger.

Regardless of why an individual is on your property, if an injury occurs as a result of hazardous conditions, you are exposed to potential liability. Having buildings and grounds well maintained is the most important step in reducing your exposure.

Approximately 75% of the liability claims Catholic Mutual incurs are due to slips, trips, and falls. To protect your school, regular inspections should be made with special emphasis on public areas where accidents are most likely to occur. This would include parking lots, sidewalks, stairways, and bleachers/stadium areas. A slip, trip, and fall checklist is found in the Appendix of this Manual to assist you with your safety program.

All public areas should be well lit. If your school has evening activities, good exterior lighting is also very important. A large claim was incurred when an individual fell down a dark stairway because the burned out light bulb had not been replaced. An effective hazardous condition reporting program or a safety program involving regular inspections might have prevented this accident.

School classes which create a greater exposure to students should have additional safeguards in place. Chemistry classes should be equipped with safety goggles for students, as well as an eyewash station, a first aid kit, a fire blanket, and a fire extinguisher. Students taking classes in industrial arts should also be provided with appropriate personal protective equipment. Please refer to the Safety Materials Checklist to obtain more information in these areas.

B. Playgrounds

One of the more serious liability exposures on school properties is the playground. If you are planning a new playground or perhaps relocating or improving your existing one, the following guidelines should be considered.

- Have the playground at least 200 feet from the street.
- Install a fence to help contain playground activities.
- Separate age groups.
- Design equipment for the age groups of students who will be using it.

If a parking lot is also used as a playground, steps to separate students and vehicles are needed. Vehicles should not be permitted in areas designated as playgrounds or used for recess. Whether playgrounds are in parking lots, fields, or a designated area, cracks, holes, and other trip-and-fall hazards should be repaired or protected.

A standard part of your school safety program should be a regular inspection of your playground and playground equipment. Equipment should be inspected to determine if it is sturdy, in good condition, and therefore safe. If not, it should be repaired or taken out of service. The accompanying playground checklist can be used to facilitate your inspection.

Falls are the most common cause of injuries on playgrounds. All areas under playground equipment (slides, swings, climbers, firefighter's poles, horizontal and monkey bars, etc.) where there is a potential for falls from heights must have cushioning material underneath. Pea gravel is one of the most commonly used materials. Sand, wood chips, and playground padding can also be used. Inspections should be made to determine if a safe depth of material is maintained and if all equipment footings are covered. Periodic raking under equipment and sweeping off of cushioning material from sidewalks and walkways should be completed. Of equal importance during school hours is the supervision provided. All recess classes should have proper supervision overseeing the activities. If supervision is provided by adults other than teachers, they should receive training and know the rules of "playground guidelines" to assist in maintaining a safe playground.

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GENERAL GUIDELINES FOR THE PLAYGROUND

Administrator (Principal)

This guideline has been developed to provide assistance in establishing sound practices for the supervision of youngsters involved in playground activities. These activities fulfill several important functions within the overall school curriculum:

1. A means of helping youngsters develop needed motor skills.
2. A healthy release for pent-up, nervous energy.
3. A valuable, social learning experience.

The administrative leader is responsible for seeing that safe practices minimize the accident potential in all areas of the playground.

The following list of recommendations is intended for use by the playground supervisor. This material is designed to help detect safety problems on the playground and increase safety awareness.

Be Aware of Common Hazards

1. Check the playground equipment daily.
2. Look for danger from broken glass, jagged metal, or other debris on playground areas.
3. Look for tripping hazards from defective sprinkler heads, holes, tree roots, or misplaced gardening equipment.
4. Look for loose fastenings, worn, and broken parts on equipment.
5. Look for thinning of cushioning material under playground equipment.

Most Common Exposures to Accidents

1. Falls, particularly from slides, bars, and climbing apparatus.
2. Being struck by moving equipment or thrown balls.
3. Cuts from rough edges or protruding bolts on playground equipment.

General School Grounds Practices

1. Report all safety hazards or potential safety hazards to your school principal.
2. Report all defects in facilities or equipment such as loose or cracked steps to slide, damaged sprinkler heads, etc.
3. Make sure that sand in sandboxes is clean and free of debris. Ensure that sand does not get scattered onto the asphalt playing area where it could cause a slipping hazard.
4. Give proper instruction in the use of all equipment. Do not allow students to use equipment in such a manner that injuries may occur.
5. Do not allow students to use playing areas for inappropriate activities.
6. Vehicle access to the play area should be restricted to ensure everyone's safety.
7. The ratio of playground supervisors to children should be a ratio of an average class size to one adult. The exact ratio should be set based upon the type of playground equipment and the physical layout of the playground. Keep in mind, there should always be at least 2 adults on the playground at all times, even for a smaller number of children.

General Safe Practices

1. No rough-housing or chasing should be permitted.
2. No games such as tag should be played on or near equipment.
3. No throwing of debris on the playground area should be allowed.
4. Children should only be permitted to use equipment designed for their age group.
5. Only those using or waiting to use equipment should be in the designated area.
6. Children should not be permitted to play near classroom windows.

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PLAYGROUND MAINTENANCE CHECKLIST

Inspections should be conducted on a frequent, regularly scheduled basis. Following are some of the danger points that should be checked on each inspection:

- Visible cracks, bending, warping, rusting, or breakage of any component
- Deformation of open hooks, shackles, rings, links, etc.
- Worn swing hangers and chains
- Missing, damaged, or loose swing seats; heavy seats with sharp edges or corners
- Broken supports/anchors
- Footings exposed, cracked, loose in ground
- Accessible sharp edges or points
- Exposed ends of tubing that should be covered by plugs or caps
- Protruding bolt ends that do not have smooth finished caps and covers
- Loose bolts, nuts, etc.
- Splintered, cracked or otherwise deteriorated wood
- Lack of lubrication on moving parts
- Worn bearings
- Broken or missing rails, steps, rungs, seats
- Cushioning material thin or scattered under equipment and in landing pits
- Hard surfaces, especially under swings, slides, etc.
- Chipped or peeling paint
- Vandalism (broken glass, trash, etc.)
- Pinch or crush points (exposed mechanisms, junctures of moving components, e.g., axis of seesaw)
- Tripping hazards such as roots, rocks or other environmental obstacles
- Poor drainage areas

The U.S. Consumer Product Safety Commission has established safety standards for playground surfaces. A minimum 9-12 inch depth of cushioning material (sand, pea gravel, wood chips, etc.) should be in place under all playground equipment where there is a potential fall from heights.

Be particularly aware of these 9 playground equipment dangers:

- **Pinch-Crush Parts** – Moving parts, particularly on gliders and see-saws, can pinch or crush fingers.
- **Hard, Heavy Swing Seats** – Hard, heavy swing seats can strike a dangerous blow. Choose a set with lightweight seats or purchase such seats separately and replace the hard seats. Metal seats should have smooth, rolled edges.
- **Rings** – Swinging exercise rings with a diameter between five and ten inches can entrap a child's head. Remove such rings and discard them where children will not find and play with them.
- **Inadequate Spacing** – Install a swing set a minimum of six feet away from fences, building walls, walkways, and other play areas, such as sandboxes.
- **"S" Hooks** – Open-ended hooks, especially the "S" hooks on swings, can catch skin or clothing and should be avoided. If a set has such hooks, pinch the ends in tightly with a pair of pliers.
- **Exposed Screws & Bolts** – Most sets include protective caps to cover screws and bolts. When protective caps are not included, tape over all exposed screws and bolts, even those which appear to be out of a child's reach.
- **Hard Surfaces** – Do not install a set over a hard surface, such as concrete, brick blacktop, or cinders.
- **Sharp Edges** – Some sets have sharp edges on points where the parts fit together. Tape over these areas with heavy tape and inspect the taped areas regularly for weather damage.
- **Improper Anchoring** – Legs can be set in concrete for stability. All types of anchoring devices should be placed below ground level to avoid a tipping hazard.

C. Supervision

Good supervision is required for all activities and events on school property.

Of the liability claims which involve injuries to students and subsequently go to litigation, lack of supervision is the most common theory of liability argued by plaintiff attorneys.

The extent of supervision is dependent on the age of those in the group, what the activity is, and how many people are involved. Pre-school and younger students require stricter supervision. Staff should also be aware that classes such as chemistry, home economics, gym, and recess hold greater injury exposure to students and therefore require stricter supervision. Catholic Mutual recently settled a lawsuit involving a high school student who was severely burned by chemicals in an art room while the teacher was not present.

School events

School activities, such as athletic events, dances, festivals, and other events which bring people to the school property, create an increased liability risk for the school. A thorough review should be made for each event to assure that adequate staff, adult volunteers, and/or security personnel will be present to oversee the activity. These persons should be provided any needed training and given proper instructions as to their responsibilities.

Athletic events

There is a higher risk of serious and frequent injuries in athletic competition. This is especially true for contact sports, such as football.

Even though there are no state requirements for medical personnel to be provided at any athletic event, we advise you to provide as high a degree of medical services for these events as possible. This can range from a medical doctor to a lay person trained and certified in emergency first aid and CPR.

For football games, it is recommended that the home school arranges for the local rescue squad or ambulance service to be at the field during the game. If this is not feasible, there should be someone at the game certified in emergency first aid and CPR, as well as a means to readily contact emergency medical services.

For other events, such as basketball, track, and volleyball, it is recommended that the home team provides an individual certified in emergency first aid and CPR during the event, as well as a ready means to contact emergency medical services.

To follow these recommendations, it may be to the school's advantage to have a coach, trainer, or other school staff member certified to perform these emergency first aid and CPR duties. This would ensure the school would have someone available even during practices.

Written procedures should be developed by the school to provide guidelines on what measures are to be taken at each type of event. These procedures should include names and telephone numbers. The written plan would also cover parental notification in case of injury and procedures for treatment and transportation of the injured student.

A thorough review of required staff, adult volunteers, and/or uniformed security personnel should be made for athletic events, festivals, dances, school programs, etc. held at or on behalf of your school. A greater liability exposure exists for the school during large assemblies. Many schools now use off-duty, uniformed police officers or uniformed security guards who provide both supervising and security for athletic events, festivals, and large dances.

FIELD TRIP

STATEMENT OF POLICY

The (Arch)Diocese of _____ and/or _____ Parish/School recognizes the importance and value of trips for educational field study and approves of these visits to places of cultural or educational significance to further enrich the lessons of the classroom. This policy permits principals and/or assistants/vice principals to approve of field trips during normal school hours on a single school day. However, if out-of-state field trips, or any field trips to foreign countries are planned, these must have the ultimate approval of the (Arch)Diocese and/or school board. The following regulations should be taken into consideration when any field trips are being planned. They are as follows:

1. Adequate supervision by qualified adults, including one or more employees of the (Arch)Diocese and/or school.
2. Waivers by all adults and all parents/guardians of students taking any field trip of all claims against the (Arch)Diocese and/or the school for injury, accident, illness or death occurring during, or by reason of the field trip.
3. Proper insurance for students, personnel, and equipment. Any children and chaperones registering for a field trip should be able to show evidence of medical/health insurance for any accidents/bodily injury sustained on a field trip. If necessary, group accident insurance can be tailored and written on an event-specific basis. Please consult your Member Services Representative at Catholic Mutual Group if you have any questions. In addition, anyone bringing special equipment or gear from home for the benefit of the field trip should be advised that they are responsible for providing insurance in the event of damage, theft or other unforeseen circumstances.
4. If a fee is charged for the field trip, a contingency should be made for any student member who cannot afford the trip. Ideally, a student(s) should not be excluded because of lack of funds.
5. Inclusion of a proper first aid kit and fire extinguisher.
6. Permission in a written form from each student's parent or legal guardian to provide medical treatment if necessary.

Finally, to ensure the desired outcome of such field trips, teachers should prepare the students for the place that is to be visited and the things that are to be seen. Additionally, an advance visit should be made to the site of the field trip by the teacher so that any and all unforeseen circumstances, situations, and/or events could be properly planned for; so that any difficulties would be minimized.

(Rev. 06/2021)

FIELD TRIP

ADULT LIABILITY WAIVER

Each adult participant, including group leaders and chaperones, must sign this form.

RELEASE OF LIABILITY

I, _____, agree on behalf of myself, my heirs,
(Full Name)
assigns, executors, and personal representatives, to hold harmless and defend,
_____ its officers, _____
(Parish/School) (Arch) Diocese
directors, agents, employees, or representatives associated with the field trip
from any and all liability claims, loss or damage arising from or in connection
with my participation in the field trip.

Signature

Date

Print Name

FIELD TRIP

Participant's name: _____

Date of birth: _____ Sex: _____

Parent/Guardian's name: _____

Home address: _____

Home phone: _____ Business phone: _____

I, _____ grant permission for my child, _____
Parent or guardian's name Child's name

to participate in this parish/school event that requires transportation to a location away from the parish/school site. This activity will take place under the guidance and direction of parish/ school employees and/or volunteers from _____.
Name of parish/school

A brief description of the activity follows:

Type of event: _____

Date of event: _____

Destination of event: _____

Individual in charge: _____

Estimated time of departure and return: _____

Mode of transportation to and from event: _____

As parent and/or legal guardian, I remain legally responsible for any personal actions taken by the above named minor ("participant").

I agree on behalf of myself, my child named herein, or our heirs, successors, and assigns, to hold harmless and defend _____, its officers, directors, employees
Name of Parish/School

and agents, and the Arch/Diocese of _____, its employees and agents, chaperones, or representatives associated with the event, from any claim arising from or in connection with my child attending the event or in connection with any illness or injury (including death) or cost of medical treatment in connection therewith, and I agree to compensate the parish/school, its officers, directors and agents, and the Arch/Diocese of _____, its employees and agents and chaperones, or representative associated with the event for reasonable attorney's fees and expenses which may incur in any action brought against them as a result of such injury or damage, unless such claim arises from the negligence of the parish/school or the Arch/Diocese of _____.

Signature: _____ Date: _____

(Rev. 06/2021)

MEDICAL MATTERS: I hereby warrant that to the best of my knowledge, my child is in good health and I assume all responsibility for the health of my child. (Of the following statements pertaining to medical matters, sign only those that are applicable.)

EMERGENCY MEDICAL TREATMENT: In the event of an emergency, I hereby give permission to transport my child to a hospital for emergency medical or surgical treatment. I wish to be advised prior to any further treatment by the hospital or doctor. In the event of an emergency, if you are unable to reach me at the above numbers, contact:

Name & relationship _____

Phone: _____ Alt Phone: _____

Family doctor: _____ Phone: _____

Family Health Plan Carrier: _____ Policy #: _____

Signature: _____ Date: _____

OTHER MEDICAL TREATMENT: In the event it comes to the attention of the parish/school, its officers, directors and agents, and the Arch/Diocese of _____, chaperones, or representatives associated with the activity, that my child becomes ill with symptoms such as headache, vomiting, sore throat, fever, diarrhea, I want to be called as soon as it is reasonably possible.

Signature: _____ Date: _____

MEDICATIONS: My child is taking medication at present. My child will bring all such medications necessary and such medications will be well-labeled. Names of medications and concise directions for seeing that the child takes such medications, including dosage and frequency of dosage, are as follows:

Signature: _____ Date: _____

No medication of any type, whether prescription or non-prescription, may be administered to my child unless the situation is life-threatening and emergency treatment is required.

Signature: _____ Date: _____

I hereby grant permission for non-prescription medication (i.e. non-aspirin products such as acetaminophen or ibuprofen, throat lozenges, cough syrup) to be given to my child, if deemed appropriate.

Signature: _____ Date: _____

SPECIFIC MEDICAL INFORMATION: The parish/school will take reasonable care to see that the following information will be held in confidence.

Allergic reactions (medications, foods, plants, insects, etc.): _____

Immunizations: Date of last tetanus/diphtheria immunization: _____

Does child have a medically prescribed diet? _____

Does child have any physical limitations? _____

Is child subject to chronic homesickness, emotional reactions to new situations, sleepwalking, bedwetting, fainting? _____

Has child recently been exposed to contagious disease or conditions, such as mumps, measles, chicken pox, etc.? If so, list date and disease or condition: _____

You should be aware of these special medical conditions of my child: _____

Signature: _____ Date: _____

FIELD TRIP

TRANSPORTATION POLICY

Commercial carrier or contracted transportation is the most desirable method to be used for field trips and, whenever possible, this mode of transportation should be provided. The use of private passenger vehicles is discouraged and should be avoided if at all possible. If commercial carriers are used (i.e. commercial airlines, trains, or buses), no further information is required. However, if transportation is contracted, signed contracts should be executed with an appropriate hold harmless agreement protecting the parish/school and the (Arch)Diocese. Also, contracted carriers should provide proof of insurance with minimum limits of liability of \$2,000,000 CSL (Combined Single Limit).

Leased Vehicles

If a vehicle is leased, rented, or borrowed to transport participants to and from the event, appropriate insurance should be obtained. Coverage can be purchased through the rental company or your local agent. If auto coverage is provided through Catholic Mutual, contact should be made with your Member Services Representative. **COVERAGE CANNOT BE AUTOMATICALLY ASSUMED FOR LEASED, RENTED, OR BORROWED VEHICLES.**

Private Passenger Vehicles

If a private passenger vehicle must be used, then the following information must be supplied and this information must be certified by the driver in question.

1. The driver must be 21 years of age or older.
2. The driver must have a valid, non-probationary driver's license and no physical disability that could in any way impair his/her ability to drive the vehicle safely.
3. The vehicle must have a valid and current registration and valid and current license plates.
4. The vehicle must be insured for the following minimum limits: \$100,000 per person/\$300,000 per occurrence.

A signed Driver Information Sheet for each driver must be obtained prior to the field trip. Each driver and/or chaperone should be given a copy of the approved itinerary including the route to be followed and a summary of his/her responsibilities.

Distance Limitations (For non-contracted transportation)

1. Daily maximum miles driven should not exceed 500 miles per vehicle.
2. Maximum number of consecutive miles driven should not exceed 250 miles per driver without at least a 30 minute break.

DRIVER INFORMATION SHEET

Driver

Name _____ Date of Birth: _____
Address: _____ Home Phone: _____
_____ Cell Phone: _____
Driver's License #: _____ Date of Expiration: _____

Vehicle That Will Be Used

Name of Owner: _____ Model of Vehicle: _____
Address of Owner: _____ Make of Vehicle: _____
_____ Year of Vehicle: _____
License Plate #: _____ Date of Expiration: _____

If more than one vehicle is to be used, the aforementioned information must be completed for each vehicle.

Insurance Information

Insurance Company: _____ Liability Limits of Policy*: _____

(*Please note: The minimal, acceptable liability limit for privately-owned vehicles is \$100,000/\$300,000)

In order to provide for the safety of our students or other members of the parish/school and those we serve; we must ask each volunteer driver to answer the following questions:

- | | | |
|--|-------------|--------------|
| 1. I have NOT had a conviction for an infraction involving drugs or alcohol (such as driving under the influence or driving while intoxicated) in the last 3 years? | <u>True</u> | <u>False</u> |
| | _____ | _____ |
| 2. I have NOT had two or more convictions for an infraction involving drugs or alcohol (such as driving under the influence or driving while intoxicated) in the last seven years? | _____ | _____ |
| 3. I have had no more than three moving violations or accidents in the last three years? | _____ | _____ |

Please be aware that as a volunteer driver, your insurance is primary.

Certification

I certify that the information given on this form is true and correct to the best of my knowledge. I understand driving for Church ministry is a profound responsibility and I will exercise extreme care and due diligence while driving. I understand that as a volunteer driver, I must be 21 years of age or older, possess a valid driver's license, have the proper and current license and vehicle registration, and have the required insurance coverage in effect on any vehicle used to transport students. I agree that I will refrain from using a cell phone or any other electronic device while operating my vehicle.

Signature

Date

Daycare, Preschool, and Post-School Operations

CHILD CARE CENTERS RISK REDUCTION MEASURES

1. Use systematic and careful screening methods to hire employees, and use these same screening methods for volunteers, students, and other individuals who will be working in and around the Child Care Center. A probationary period should also be used for all staff, volunteers, students, and other individuals.
2. Make sure the Child Care Center Director is current on all laws and procedures in handling suspected child abuse, child neglect, or molestation cases.
3. Keep your staff-child ratios as high as possible. Draft an emergency plan that assigns the maximum number of staff to children possible.
4. Maintain an emergency plan that documents staff-child ratios of 1:3 for children under 2; 1:5 for children ages 2-3; 1:10 for children ages 3-5; 1:12 for children ages 5-7; and 1:15 for other children. These ratios may not apply during routine care and education; then, only regularly scheduled staff must be included on the premises.
5. Prepare written operating procedures, policies, and personnel requirements.
6. Develop a stringent system to supervise all staff.
7. Maintain good communications among your staff.
8. Ensure that all staff participate in training programs, such as sessions on first-aid and child abuse prevention.
9. Allow parent visitation at any time.
10. Document how the physical safety of children is protected in your program: staff first-aid training, collaboration with medical practitioners, and safety practices for field trips.
11. Conduct safety surveys on a regular basis and document these surveys.
12. Special protective covers for all electrical receptacles should be installed in all areas occupied by children under six years of age.
13. Exits should be well defined and clearly marked.
14. Conduct fire drills on a regular basis and document these drills.
15. Is the facility equipped with fire extinguishers, and are they the appropriate type? Are they properly tagged and mounted, annually inspected, clearly marked, and easily accessible?
16. Is there an adequate fire alarm system, smoke detection system, and emergency lighting system?

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PRESCHOOL CHILD CARE AGREEMENT

Parish or School _____

Child's name _____ Birth date _____

Parent's name _____ Phone _____

Name of Physician _____ Phone _____

Name to contact in case of emergency _____ Phone _____

Name of person authorized to pick up child _____ Phone _____

Dates and times of care: _____

1. Does child have any medical condition necessitating dietary supplements or restrictions, medication or avoidance of allergies? _____

If yes, please specify: _____

2. Immunization records: _____

3. Are there any restrictions on normal physical activities? _____

If yes, please specify: _____

1. A child who appears ill upon arrival shall not be admitted.

2. At the time of registration, parents should authorize the child's physician to accept all calls from the Child Care Director for any emergency medical care.

I hereby authorize _____ to take my child to the above-named physician or facility for medical treatment in the event of an emergency in which neither parent can be reached. If the above-named physician cannot respond, I authorize any licensed physician or medical center to treat my child.

Signature _____ Date _____

HEALTH EXAMINATION FORM

Last name	First name	Birth date	M F	Race
Address	Phone	School	Sex	Grade
Parent or guardian		Physician		

Nebraska Law (Section 79-444.01) states that all students in grades K-12 are to be protected against measles, mumps, rubella, diphtheria, tetanus, pertussis, and polio before attending school. Complete dates immunizations were given must be recorded. School law also requires physical examinations at the time of school entry, at seventh grade, and for all transfer students. Exceptions may be made only if the parent or guardian submits a written statement informing the school they do not wish their child to be immunized or to have a physical examination. Please write the month, day, and year the immunizations were given below:

<u>Immunization</u>	<u>Month/Day/Year</u>	<u>Immunization</u>	<u>Month/Day/Year</u>	<u>Immunization</u>	<u>Month/Day/Year</u>
DPT/Td	1 _____	Polio (oral)	1 _____	Measles	_____
(Diphtheria	2 _____		2 _____	Rubella	_____
Tetanus-	3 _____		3 _____	Mumps	_____
Pertussis)	4 _____		4 _____	M-M-R combined	_____
	5 _____		5 _____		
	6 _____				

PHYSICAL EXAMINATION

General appearance _____ Height _____ Weight _____
 Nutritional status _____ Hematocrit or hgb. _____ Urinalysis _____
 Skeletal development _____ Posture _____ Scoliosis _____
 Scalp and skin _____ Lymph nodes _____ Neck _____
 Ears _____ Nose _____ Throat _____
 Mouth _____ Teeth and gums _____ Speech _____
 Heart _____ Rhythm _____ Rate _____ Blood pressure _____
 Lungs _____ Respiratory rate _____ Tuberculin skin test + ___ - ___
 Abdominal examination _____ Hernia _____
 Extremities - upper _____ Extremities - lower _____
 Neurological exam _____
 Mental development assessment _____

HEALTH HISTORY: Check any past or present illness of this child the school should be made aware of, such as:

chicken pox
 epilepsy
 diabetes
 allergies
 asthma
 kidney infections
 heart disease
 surgical operations
 physical handicaps
 serious injuries
 _____ other

VISION SCREENING: ___ Pass ___ Fail Without correction: right eye 20/___ left eye 20/___
 With correction: right eye 20/___ left eye 20/___

HEARING SCREENING: ___ Pass ___ Fail

AUDIO TEST: right ear: 500___ 1000___ 2000___ 4000___
 Left ear: 500___ 1000___ 2000___ 4000___

1. Is this child subject to any illness which may result in a classroom emergency? yes___ no___
 If yes, please describe: _____

2. Is this child subject to any conditions which limit: classroom activities? yes___ no___ Physical education?
 yes___ no___ Competitive sports? yes___ no___ If yes, please describe: _____

3. Is this child taking any medication? yes___ no___ If yes, please describe: _____

4. Any other remarks or suggestions? _____

_____ Date of Exam _____ CUD___ HDC___ UND___ Private M.D._____
 Signature of licensed medical doctor

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SCHOOL AND PRESCHOOL

PRESCRIPTION DRUG AND MEDICINE AUTHORIZATIONS

Prescription drugs and over-the-counter medicine should, whenever possible, be dispensed by a parent or guardian. If a child is given a prescription or medicine to "take 3 times daily," recommend to the parent that it be given to the child before he or she comes to school, after going home from school, and before bedtime.

Only when dispensing is required more often or with lunch should the school be involved with dispensing.

Any prescriptions or over-the-counter medicine must be in the original, labeled container and stored under lock and key.

The following information must be completed before medicine is given:

Date: _____

Name of prescription/medicine _____

Prescribing doctor _____

Amount of dosage _____

Times to be given _____

I hereby authorize _____ to dispense medicine as directed.

Signed _____ Date: _____

(Revised 2/2021)

Employee Safety

Employee Safety

Maintaining the safety and well-being of employees is a major goal of our schools. To achieve this goal, employees must also be committed to practicing safe work habits and maintaining safety awareness. All too often, accidents occur as a result of unsafe working conditions, unsafe equipment, and unsafe actions of employees. Good housekeeping and organization are essential in all work areas. Maintain equipment in safe operating condition.

Implement a policy to have any unsafe actions, conditions, or equipment immediately reported to administration. A supportive administration is essential for an effective safety program.

Any time an accident or near accident occurs, regardless of whether or not an injury occurred, complete an incident report and place it with your files. An accident investigation report is completed to determine what caused the event and what can be changed or implemented to reduce or eliminate the likelihood of recurrence. This also can be completed in conjunction with your First Report sent to your Worker's Compensation insurer.

Falls, being struck by or against an object, and lifting are the three most common causes of injury to school employees.

Reduce risk of falls

Employees should wear appropriate shoes for the work you do and for the walking surfaces you may encounter. This is essential for maintenance personnel, who should wear shoes with slip-resistant soles. If a slippery walking surface cannot be avoided, employees should be encouraged to practice safe walking, such as not hurrying, taking short, controlled steps, always using handrails when available, and never carrying loads which could obstruct vision.

Steps to reduce impact accidents

Being more alert to potential hazards is vital. For teachers and administrators, these types of injuries occur during gym and recess activities and around storage rooms with overhead supplies. Maintenance employees should know how to operate equipment safely, and the equipment should be in good condition. Appropriate equipment guards should be in place. When working around or with hazardous equipment, employees should wear safety goggles, gloves, or other appropriate protective equipment.

Lifting techniques

All employees are exposed to potential back injuries regardless of their work duties. Recent studies show back strain injury is by far the most costly of all Workers' Compensation claims. This study indicated approximately 30% of all Workers' Compensation claims are from back injuries, but back injuries account for over half of all Workers' Compensation costs in lost time and medical payments.

Being safety-minded and knowing proper lifting techniques will reduce your risk of injury. Never lift more than what can be done easily. Otherwise, get mechanical help or a co-worker. Keep your back straight and never twist when lifting or carrying. Back belts with shoulder straps are being used more by workers exposed to back injuries. The belts help restrict you from lifting improperly and also provide a continued reminder to be safety-minded when lifting.

Be safe, not sorry. Accidents can happen any time. However, by practicing safety awareness and using safety sense, the majority of injuries can be eliminated. Be alert to hazards and take precautions to protect yourself from being injured.

Catholic Mutual Group can provide safety videos and safety materials to assist you in implementing recommended policies and procedures to improve the safety of all employees.

Worker's Compensation

Every state has distinct and specific statutes regarding injuries sustained by employees during their scope of employment. As with liability and automobile claims, the individual's well-being should be the first order of business. After necessary medical treatment has been rendered, obtain all relevant facts pertaining to the accident. Do not assess whether an employee's alleged injury is work-related or not. A First Report of Alleged Occupational Injury or Illness should be fully completed and sent to Catholic Mutual for handling. Unnecessary delays in reporting of Worker's Compensation claims can have serious ramifications.

If an employee is injured, first determine if the person needs medical assistance. If so, contact the ambulance or emergency rescue team. Second, photocopy and complete the First Report of Alleged Injury Form on the next page in as detailed a manner as possible and submit it to Catholic Mutual.

FIRST REPORT OF ALLEGED OCCUPATIONAL INJURY OR ILLNESS

Employer

Name of employer

Mailing address

Location of establishment if different from mailing address

Phone number

Nature of business & specific product

U.I. account number

Insurance carrier and address

Policy number

Policy date

Injured employee

Name: First

Middle

Last

Social security number

Home address

Age

 Male Female Single Married Number of children under the age of 18 (or incapacitated)

Occupation

Department

How long employed by you? (years & months)

How long at present occupation?

Wage information

Weekly wage: _____ Wage rate at time of injury: _____ per (check 1) hour day week month

Injured employee's schedule at time of injury: Hours per day _____ Hours per week _____ Days per week _____

Normal full time employment for injurer's kind of work: Hrs per day _____ Hrs per week _____ Days per week _____

If furnished, state weekly value of board, room, tips, laundry, etc: \$ _____

Accident or exposure

Place of accident or exposure to occupational illness: _____

Was place of accident or exposure on employer's premises? yes no

What was the employee actually doing when injured? _____

How did the accident or injury occur? _____

Occupational injury or illness

When did employer or his representative first know of injury? _____

Time employee's workday or shift began? _____

Date of injury or diagnosis of illness: _____ Time _____

Describe the injury or illness in detail and indicate the part of the body affected: _____

Name the object or substance which directly injured the employee: _____

Date disability began: _____ Was injured paid in full for this day? yes no

Was employee working on overtime? yes no Is any permanent disability anticipated? yes no

Possible length of total disability? _____ Did employee die? yes no

Has injured returned to work? yes no If yes, what date? _____

Returned to work at what wage? \$ _____ per (check one) hour day week month other

Name and address of principal dependent or friend: _____

Other

Did employer provide or authorize medical treatment? yes no

Name and address of physician: _____

Name and address of hospital: _____

Name and address of witnesses: _____

Date of report: _____ Prepared by _____ Title _____

Recordkeeping/Claim Reporting Procedures

Claim Reporting Procedures

Many times a day, incidents take place across the country. A building burns, an automobile skids into a light pole, a guest on your property trips and falls, an employee is injured, or a natural disaster strikes. Would you know what steps to take in order to minimize injury or damage?

In all these instances, a telephone call to Catholic Mutual Group should be made as soon as possible. All incidents, no matter how small, should be reported. If in doubt, report the loss. Prompt reporting allows for maximum claim handling, which will help keep all parties satisfied. Delayed or late reporting tends to cause people to feel ignored and makes for very difficult claim handling.

Catholic Mutual has a toll-free number (800-228-6108) along with a local number (402-551-8765 for the home office in Omaha) for reporting claims. This number operates 24 hours a day; in the event of an emergency after working hours or on weekends, an emergency number is provided when the toll-free number is called.

Property loss

In case of a loss to your building or contents, please give immediate notice to Catholic Mutual. Appropriate steps should be taken to protect your property from further damage. If it is necessary to make emergency repairs, document these repairs by obtaining photographs and itemized bills.

After notification, a determination will be made as to whether an adjuster will be sent to the loss location. If an adjuster will not be sent, the Catholic Mutual representative that the claim was reported to will give you further instructions on the processing of your claim and what information and documentation will be needed to conclude your claim on a timely basis.

If an adjuster is to be sent, the adjuster will give you step-by-step instructions on the necessary information and documentation needed for your claim. It would be very beneficial to have available for review by the adjuster all the items damaged, along with any repair estimates you may have secured. Generally, providing as much information as possible will allow your claim to be processed as expeditiously as possible.

Automobile accident

If you are involved in an automobile accident, contact the police. If anyone is injured, give details to the police and give the victims whatever help you can, but avoid moving them to not injure them further. Make sure an ambulance or emergency rescue team has been summoned. If you smell or see leaking gas, call the fire department and clear the area.

The police will complete an On-the-Scene Accident Report, something that Catholic Mutual will require in order to settle your claim. Cooperate with police in giving them necessary information, but try not to make self-incriminating statements, such as taking the blame for the accident. Your comments may be used against you later.

If another driver is involved, exchange information. Be sure to obtain the other driver's license number, license plate number, registration, insurance agent's name, insurer, and policy number. Also, write down the name, address and work/home phone numbers of the driver and any passengers in the other vehicle. Make notes about their injuries, if any, and if they say there are not hurt.

Record the names, addresses, and phone numbers of any witnesses, as well as the names and badge numbers of police officers and emergency personnel.

If you have a camera with you, take photographs showing the damage, positions of the cars, any skid marks, or any other evidence which might help document what happened.

Make a sketch showing the position of the cars before, during, and after the collision. Keep your car in place unless you are creating a hazard. If the police can record the exact position of the cars when they crashed, it may substantiate your claim. If it is unwise to leave your vehicle in position, take reasonable steps to protect it from further damage. Set up flares, get the car off the road, and call a tow truck if necessary.

While your memory is fresh, make notes on the time of the accident, what the weather was like, road conditions, visibility, traffic conditions, the speed of the cars involved, and how the accident happened. Also, ask the investigating officer where and how you can obtain a copy of the police report.

Liability

Most liability claims involve accidents of visitors to your premises. If it is reported that someone is injured on your property, first determine if the person requires medical attention. If so, immediately contact the ambulance or emergency rescue team. Second, obtain all necessary identification information from the involved party and a brief account of the accident. If this injury involves a student, immediately contact his or her parent or guardian as noted on the Health Form and Medical Release. Third, identify witnesses and obtain their names, addresses, and telephone numbers. Fourth, observe the area in question. Take photographs and preserve any evidence that may have been involved with the accident. Finally, photocopy and complete in as much detail as possible the Incident Report Form located on the next page and submit it to Catholic Mutual.

Always be courteous and interested in the person making the claim. Don't make any judgments regarding liability (i.e., admission or denial of liability) or commitment to the payment of bills. Inform the individual that you will notify Catholic Mutual and that a Catholic Mutual representative will be in contact with him or her as soon as possible.

Incident Investigation Report for Injuries

Complete this report for all incidents/injuries. (Also complete this report for near-miss incidents/injuries.) This report is for information only. All claims should be reported immediately to Catholic Mutual Group at (800) 228-6108 or (703) 841-1214. Please read each question carefully, and answer **all** questions as completely as you can. **Please do not leave any blanks**, unless the question does not apply.

Name of Injured Party: _____ Phone: _____

Complete address: _____

Names of Witnesses and their complete addresses and phone numbers: _____

Describe the Incident: (State what the individual was doing and all circumstances leading up to the incident. Try to reconstruct the chain of events leading up to the incident/injury. Be specific.)

Who was involved? _____

What took place? _____

When did it occur? Date _____ Hour of incident _____ AM PM

Where did it happen? _____

Why did it happen? _____

How did it happen? _____

Training:

Have you provided any training to prevent this incident? If not, describe training to be conducted. _____

Incident Investigation conducted by (list individuals involved): _____

Signature of individual in charge

Date report prepared

Safety Materials Checklist

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HEALTHCARE

Long Term Care Facilities

Back Injury Loss Control for Health Care Facilities
Beauty Salon Recommendations
Bloodborne Pathogens
Epidemic, Pandemic and Outbreak Preparedness
Healthcare Related Workplace Violence
Infection Control
Maintaining a Healthy Back
Managing Aggressive Behavior in Long Term Healthcare Facilities
Nursing Guide in Long Term Care
Vulnerable Adults and My Ministry
Wheelchair Transportation

Parish Healthcare

Biohazard Brochure
Bloodborne Pathogens
Concussion Head Injury
Diabetes Management Plan
Drug Use Resource Chart and Booklet
Ebola Virus Disease
Epidemic, Pandemic and Outbreak Preparedness
First Aid Quick Guide
Flu Prevention Flyer
Flu Prevention Measures
Food Allergies Booklet
Food Allergies Poster
Guidelines for Parish Nurse/Health Ministry Programs
Healthcare Liability Resource Guide
Heat Related Illnesses
ICD Fact Sheet
ICD Poster
ICD Safety Guidelines
Infection Control Program Resource Guide
Maintaining a Healthy Back
Mosquito Safety
Safeguarding the Health of the Athlete
School and Preschool Prescription Drug and Medicine Authorization
School Peanut Allergy Safety Guidelines
Wheelchair Transportation

School Healthcare

Asthma Booklet
Best Practice Guidelines When Writing Policies or Setting Up Protocols for Medication Admin At School
Biohazard Brochure
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(Rev. 12/2021)

Emergency Procedures

Emergency Phone Numbers

In the event of an emergency, call the appropriate emergency numbers.

Police: _____

State Patrol: _____

Fire: _____

Paramedics: _____

Poison Control Center: _____

Water: _____

Gas: _____

Electric: _____

Emergency Plan

1. **Call 911.**

The call to 911 should be prompted by a signal, verbal or nonverbal, prechosen by Administration. A designated person should make the call (away from the building, if necessary).

2. **Alert staff.**

Interior crisis - with intercom

Sound a signal designated by Administration. An effective signal is two blasts of the bell, repeated three times. The signal means crisis; stay in your classroom.

Interior Crisis - without intercom

A staff member walks from room to room with either a green or a red folder with a large black star covering the folder.

The **green folder** with a star means a crisis exists; exit the building.

The **red folder** with a star means a crisis exists; stay in the classroom. Do not go into the hallway.

Specific emergencies

A fire alarm means evacuate the building.

A tornado warning alarm means go to a designated, protected area.

External crisis

Teachers on outside duty should carry whistles. An external crisis could be signified by two blasts of a whistle, repeated three times. Remember that an external crisis involving disruptive students can become an internal crisis if the students enter the building.

3. **Contact the Diocesan Superintendent of Schools.**

4. **When the crisis is resolved, sound a designated "all clear" signal.**

5. **Have a prior arrangement with facilities which could accommodate students if evacuation of the school is necessary. Record these facilities here.**

6. Designate staff members to fill the following roles.

Teacher Coordinator - Notifies and updates staff and public on the status of the emergency.

Parent Coordinator - Handles phone calls from parents.

Media Coordinator - Contacts Diocesan Communications office for assistance in responding to phone calls and inquiries from news media.

First Aid

First Aid Priorities

- Survey the scene to make sure it's safe. You can't help by becoming a victim yourself.
- Don't move a victim if you suspect a neck or back injury.
- Ensure the person is breathing.
- Ensure the person's heart is beating.
- Control severe bleeding.
- Call 911. *In a serious emergency in which medical care is needed at once, call the rescue squad immediately.*
- Do CPR as necessary.
- Treat all body fluids as potentially infectious.

List staff members trained in First Aid/CPR.

Health Precautions

- Assume that all body fluids of all persons could be contaminated with infectious agents. If possible, avoid direct contact with body fluids. Disposable gloves are required in a First Aid kit. Consider keeping gloves with you while supervising children.
- If no gloves are available, wash hands vigorously if you come into contact with body fluids.
- Use disposable gloves, plastic bags, and disinfectant to clean up emergency sites.
- If used materials (such as bandages or disposable diapers) contain body fluids, dispose of them in a securely tied plastic bag.

Health and Safety

Procedure in Case of Illness or Injury

1. Administer first aid in accordance with stated practices. Make the student as comfortable as possible.
2. Promptly notify parents or guardian. Wait for instructions from the parents before proceeding further. The responsibility for arranging for or providing medical care rests with the parents. However, in a serious emergency in which urgent medical care is needed, call 911 at once. (Promptly notify the person designated by the parents in the student's file if attempts to reach the parents are unsuccessful.)
3. If instructed to do so by the parents or guardian, have an adult designated by the parents safely transport the student home or to a physician as promptly as possible.
4. Do not dismiss a student from school until a parent or an adult designated by the parents has been contacted. No ill or injured child should be sent home alone.
5. If a serious emergency exists and 911 is called:
 - a. Notify parents of the emergency as soon as possible. Inform them that the rescue squad was called and the hospital to which the student was taken. The rescue squad will transport the student to the closest hospital. (For minor emergencies, students may be transported by designated staff.)
 - b. If the rescue squad determines the situation does not warrant use of their service, notify the parents or the physician designated by the parents. If you are unable to reach the student's physician, seek advice from the closest emergency room.
 - c. If the parents wish to use a private ambulance, advise them that they will bear the cost.

Bomb Threats

Employees receiving or discovering a bomb threat or similar emergency should immediately notify the police at 911, the Principal, and the Diocesan Superintendent of Schools.

NOTE: *Do not use radios. Radio transmission may set off a bomb.*

Procedure

1. The Principal will notify personnel and staff.
2. After notifying the police, evacuate the building if directed to do so by the police.
3. If the bomb threat is received by telephone, alert other key personnel that a threat is being received through a prearranged signal. Use the building's silent emergency plan.

If the bomb threat is received by telephone, ask the caller these questions.

- When will the bomb explode?
- Where has the bomb been placed?
- What does the bomb look like?
- What kind of bomb is it?
- Why was it placed in this building?
- Who put it here?
- Who are you?

Keep the caller on the phone as long as possible. Record the following information for police and school administration:

- the time of the call.
- the date of the call.
- the exact words of the caller.
- the sex and age of the caller.
- the caller's speech pattern or accent.
- any background noises.

4. If a suspected bomb is received by mail or if a suspicious object is discovered, follow these guidelines.
 - If the object is received by mail, do not handle the package unnecessarily. If a suspicious object is discovered, do not attempt to touch or move the object.
 - Evacuate the building immediately.
 - Call 911 and the Diocesan Superintendents of Schools from a phone outside the building.
 - Secure the area to prevent re-entry.
 - Follow the building's emergency plan as you wait for police to arrive.
 - Notify required school authorities.

Fire

1. Activate the school fire alarm system and evacuate the buildings.
2. Call the fire department at 911.
3. If the telephone is out of service, use an emergency phone to report the fire.
4. Follow Fire Emergency Procedures.
5. Immediately after implementing Fire Emergency Procedures, notify the Diocesan Superintendent of Schools.
6. ***Do not*** re-enter the building unless instructed to do so by authorized personnel. (If the building is not able to be re-entered, activate your plan to move students to another site.)

Fire Emergency Procedures

Every classroom must have an evacuation plan and a backup evacuation plan and practice both.

1. Sound the fire alarm.
2. Evacuate immediately. Do not use elevators.
 - Do not wait for fire patrol members to lead lines or open doors.
 - Do not stop to retrieve personal items.
3. Have teachers ensure that no one is left behind. Shut classroom doors but not windows.
4. Have classes line up at an assigned area a safe distance from the building. Keep students away from fire equipment and hydrants.
5. Have teachers check to see if all are present. If a student is found missing, the teacher should immediately report the missing student to the Principal and a fire fighter. Use assigned patrol inspectors to carry messages between teachers and the Principal.
6. If the Principal determines the emergency will be of a considerable duration or if remaining at the school site presents a hazard, he or she will give directions to follow the alternate site plan.

No one should re-enter the building until the "all clear" signal has sounded.

To be effective, fire drills must be unannounced and unexpected. Each drill should be planned for a different period.

Tornadoes and Earthquakes

Tornadoes

A **tornado watch** means weather conditions may cause a tornado to develop. Continue normal operations.

A **tornado warning** means a tornado has been detected. Take cover and put your safety plan into operation. Tornado warnings will be issued by the National Weather Service and sounded by Civil Defense. The warnings will be relayed to school over the Emergency Radio System or by emergency sirens. (Emergency sirens are tested on the first Saturday of each month.)

Tornado warning procedures

During the school day

Take students to the point of greatest safety according to the safety plan.

Near the end of the school day

If there's not sufficient time for students to reach home, hold students at school in the safest area.

Outside

If students are outside, a designated person will blow a whistle two blasts three times then repeat to alert students and staff to seek emergency shelter.

Do not allow students to board vehicles.

"All clear" signals will be relayed to schools over the Emergency Radio System. Dismissal may be delayed at the discretion of the Principal who will determine when it's safe to dismiss students.

Earthquake

- Stay in the building.
- Issue DROP instructions. Assume Civil Defense position.
- If possible, take shelter under desks, tables, or furniture. Hold onto a leg of furniture.
- Stay away from windows, electrical equipment, and cabinets.
- If outdoors, stay clear of buildings, trees, and power lines. Stay outside.

Traffic Safety

If a traffic emergency occurs:

- call 911.
- keep students away from the emergency. Assign any available personnel to isolate the emergency. Delay dismissal if necessary.

There are various traffic safety issues to consider as you and your police liaison officer evaluate your school.

- Are school/pedestrian signs posted at designated crossings and at appropriate intervals?
- Are speed limit signs posted?
- Determine the name and phone number of the department which will help with the following issues:
 - installing parking and speed limit signs.
 - traffic flow problems.
 - parking lot traffic flow.

Consider providing an adult crossing guard if one is not available through the local public jurisdiction.

Contact the local police department for information on guidelines and training of adult crossing guards and student safety patrols.

Designate an adult coordinator to review guidelines with student safety patrols.

Bus Safety

If a bus accident occurs near school grounds —

A teacher or adult supervisor should:

- evacuate the bus if necessary for the safety of the passengers.
- provide emergency first aid or treatment of passengers. Do not move victims unless absolutely necessary.
- call 911 by radio or telephone. Identify yourself, the type of accident, and the exact location of the accident, if possible. If the exact location is not known, identify the nearest intersection, street, road, or city. Report the extent of injuries and request medical assistance.
- notify the Principal and report all above information. The Principal should notify all personnel who need to be aware of the accident.

If a bus accident occurs while transporting students after hours —

The driver should first check to see if anyone is injured. The driver should then call the school and report the location of the accident. If anyone is injured, the driver should request a rescue squad. The Principal or designated person from the school will immediately make the following calls:

- to a rescue squad if requested by the driver.
- for a police/sheriff county patrol car.
- to dispatch a bus to replace the one involved in the accident.
- to designated personnel who should know of the accident.

The driver should keep all students on the bus, unless there is reason to evacuate the bus. The driver should check the student roll to obtain an accurate list of students on the bus. Injured students should be taken to the nearest hospital by the rescue squad. Parents of injured students should be called immediately. Other students should be transported back to school.

Depending on the seriousness of the accident, the Principal will inform the Parent Coordinator if the phone tree should be used.

Tornado Warning

If a tornado warning is issued, buses and cars should be delayed and students should remain inside the school for the duration of the warning.

If buses are en route to or from an event when the warning is issued, drivers should proceed as follows.

- Return or continue to the event if not more than five minutes away, unless there is immediate danger.
- Go to the nearest school, if not more than five minutes away. Make certain all students go inside the building.
- If the nearest school is more than five minutes away, file the students off the bus and into the nearest basement or underground shelter.
- If there is immediate danger and no shelter available, file the students off the bus and into the nearest ditch or culvert at least 100 feet away from the bus.

Suicide and Death

Threat of suicide in the school

Any note or threat of suicide should be taken seriously. Contact the Principal and Guidance Counselor immediately.

- If a Guidance Counselor is available, he or she should evaluate the situation and request services as needed.
- If a Guidance Counselor is not available, contact the Principal or parent to determine if evaluation or medical assistance is needed immediately.
- Contact the local suicide crisis line. Phone number: _____

Suicide or death outside of school

- Contact the Principal and the Diocesan Director of Schools.
- The Principal will implement the Crisis Assistance Team (if one exists).

Suicide or death in the school

- The Principal will call 911.
- The Principal will contact the Student Coordinator and the Guidance Counselor.
- Implement the Crisis Assistance Team (if one exists).

School procedure after a death occurs

First day

- Begin and end the day with a faculty meeting.
- Assign roles.
- Set up the faculty work room as a crisis center.
- Have the Student Coordinator and designees explain facts to students.
- Have the Guidance Counselor visit each of the decedent's classes.
- Gather the decedent's personal property to be returned later.
- Provide individual interventions.
- Notify community support agencies if needed.

Second day

- Begin with a faculty meeting to review the situation, including feelings of students and staff. Stress normalizing the routine as much as possible. Review procedures for excused absences and discuss questions regarding a memorial service and the funeral.
- Continue faculty work room crisis center support.
- If possible, schedule an in-service meeting for the staff to review skills for working through grief and, if the death was a suicide, review risk factors, how to diffuse and alleviate guilt, and how to respond to questions and feelings about suicide.
- Review or provide a list of crisis services and phone numbers for referral to parents or students.

Third day

- Have the Principal and Crisis Team meet.
- Provide a written announcement to be read by staff concerning funeral arrangements. Make faculty aware of the details so they can answer student questions that may arise.
- Ask that the Principal or a chosen staff member visit or communicate expressions of sympathy to the family.
- Monitor "at risk" students and, if appropriate, begin referrals for continued support.
- If the death resulted in a high level of community awareness or media coverage, schedule an evening meeting to answer questions.

Follow-up

- Arrange for the return of the decedent's personal property to the family.
- Remind faculty to be aware that students may question the spiritual aspects of death.
- Provide a list of emergency agencies and phone numbers to the parents of the student body.
- Schedule a staff meeting to discuss the interventions that took place and to remind people to continue to monitor the behavior of students.

Disruptions

Respond to a disruption according to its level of intensity. Generally, there are three levels.

Level 1

A Level 1 disruption is one that is confined to one area and poses no threat to students or staff.

- You are better off dealing with this one yourself. Avoid the implications that may arise with the massive use of outside resources.
- Inform the Principal after dealing with the incident.
- The overall policy in these situations should be containment and removal, with minimum interruption of educational processes.

Level 2

A Level 2 disruption occurs when disruption forces are mobile and/or pose a direct threat to members of the school community.

- Request police assistance to control and remove.
- If necessary, bring in selected community representatives to assist in the stabilization effort.
- Finally, activate your school's Community Advisory Council if one exists.
- Above all, keep the regular schedule going.

Level 3

A Level 3 disruption occurs when educational processes have ended for most students and there are serious threats to students and staff. In short, the situation is out of control.

- Immediately request police assistance. Generally, the school should be closed.

Prevention/Preparation

Identify potential problem sites.

Internal: exits, restrooms, gyms, cafeterias, shops, boiler rooms.

External: parking areas, adjacent property, athletic grounds.

List available resource people who could quickly respond to the above sites.

These include school security, staff, student leadership community, and police.

Specify tasks for each resource person and develop a communication network.

- Clearly define chain of command for both school and police officials.
- Initiate a program of presenting critical information to school and police officials.

Other considerations

- Provide separate and joint in-service training to police and school personnel on skills and techniques for dealing with school disruption.
- Give school staff clear operational instructions.
- Establish a signal system for announcing an emergency and its termination.
- Have an emergency list of telephone numbers available.
- Establish a central command post.
- Develop a way of assisting injured people.
- Develop a method for isolating and removing disruptive students from school premises.
- Develop ways of communicating quickly with parents and community groups.
- Establish a written reporting process to be used in disruptive situations.
- Develop a coordinated press relations policy in cooperation with police.
- Advise police of any specific problem for the school created by the police plan.

Review, update, and reissue school security plan

Develop a procedure requiring annual review and updating of all the foregoing.
Reissue revised plan to all involved personnel.

Requesting police

Who calls the police?

- Discuss with staff the conditions for calling the police.
- Provide a “call back” number so the police can verify the call as legitimate.

Who will be in charge?

The Principal or his authorized designee remains in charge of school premises and personnel.

The police will have primary responsibility for the enforcement of the law and will insist on making the final decision on all matters involving their sworn obligations. (School officials retain a responsibility to support the police as appropriate.)

Crisis Management Tips

These tips focus on response to an emergency by your organization when you are its leader. How do you know you have an emergency? Do you have a major problem? Is no one telling you how to do your job? Is everyone looking toward you for a magic solution? If so, rest assured you may be dealing with an emergency.

Tip 1

Don't make the emergency worse. Not making the situation worse may be the best you can do. Don't let people take foolish chances and become part of the problem.

Tip 2

Control the information flow. Generally, there is too much information, rather than too little. Reliable filters must be established. Equally important is the formulation of a plan to pass information to others quickly. Others need to have an overview of what you are doing in order to support the logistics efforts needed to bring in additional resources.

Tip 3

Delegate! You can't possibly deal with everything, so try to identify coherent aspects of the problem to give to someone else. Insist on feedback, including a review and summary of actions taken and results.

Tip 4

Refuse to be drawn into trivia. Many people will constantly demand that you personally deal with mundane problems. Don't do it! Keep your focus on major issues and refuse to deal with smaller issues.

Tip 5

Be sensitive to other people. You may feel you're dealing with all that one person can handle and that everyone should understand your problems, state of mind, and fatigue and act accordingly. Some people will, but some won't. Also, rivalries on staffs will surface and people will act irrationally. Be prepared to deal with these facts of human nature and don't let them frustrate you.

Tip 6

Insist that subordinates get adequate rest. Many won't otherwise, and you will be left with people who perform poorly because of exhaustion. This rule also applies to yourself.

Tip 7

Bring organizations and people together often to disseminate information and exchange views. People and organizations react negatively or irrationally when there is a dearth of information. Counter this by scheduled meetings. Here and in everyday management, insist on economy of communications.

Tip 8

In the face of uncertainty, remember to select the option that leaves the greatest freedom for subsequent actions. You won't have enough information available in many cases to be comfortable with your decision. Face the need for possible future reversals and act to minimize their impact.

Tip 9

Remember accountability. Litigation may follow! Keep a good audit trail of actions, conditions, and decisions to facilitate your defense should it be necessary. Establish from the outset a systematic effort to gather and store data to assist you in the future.

Tip 10

Do not let individuals or organizations abdicate their responsibilities. Insist they carry out their responsibilities.

Tip 11

Establish relationships with other organizations and determine their capabilities, limitations, and lines of communications well in advance. A time of crisis is not time to get to know people.

Tip 12

Critically re-examine assumptions. Here and in everyday management, most of our decisions are based on assumptions. Some of these are in the forefront of our thought processes — many are not. Critical reviews and updates of all assumptions going into the decision making process are vital.

Tip 13

Return to normal operations as soon as possible. In the meantime, appoint a responsible staff officer whose only job is to supervise normal day to day operations.

Assigning clear roles

In developing a crisis plan, the first step is to assign specific roles to individual staff members which they will take on if an emergency occurs. Personnel should be designated

- to go to the hospital or emergency medical site where injured students have been taken.
- to answer the telephones.
- to inform administrators about the emergency and how it is being dealt with.
- to work with the media.
- to oversee transportation needs.
- to assist in identifying students and adults who may be injured.
- to review students and personnel records and to notify parents and spouses.

Administrators should describe in writing what needs to be done and who is responsible for each task.

Also keep on hand a list of who has keys and a floor plan that shows room numbers and the locations of windows, doors, storerooms, restrooms, and offices.

Crisis Management

External		
Threat	Action	Site Plan
Disturbance on school ground	Keep students inside.	
	Delay dismissal.	
	Go to designated areas.	
	Stay out of hallways.	
Intruder on school grounds with weapon	Keep students inside.	
	Delay dismissal.	
	Go to designated areas.	
	Stay out of hallways.	
Shots fired at students on grounds □Civil Defense earthquake, a crash□Civil Defense/weather	Drop to the ground.	
	Crawl to building.	
	Get students outside away from buildings.	
Internal		
Threat	Action	Site Plan
Unauthorized individual(s) in building	Give crisis signal.	
	Notify staff to remain in room – no admittance to halls.	
	Student Coordinator goes to office to help	
Intruder in the building with weapon	Give crisis signal.	
	Notify staff to remain in rooms – no admittance to halls.	
	Student Coordinator goes to office to help.	
Student/adult with disruption or assaultive behavior	Give crisis signal.	
	Notify staff.	
	Student & Teacher Coordinator go to office.	
	Evacuate some sections.	
Hostage situation	Give crisis signal.	
	Notify staff.	
	Student & Teacher Coordinator go to office.	
Bomb threat	Evacuate some sections.	
	Evacuate building only as directed by police.	
	Fire alarm may activate bomb. Use intercom or green folder signal.	
	Extended time out of building (cold weather) – make arrangements with close, large facility to house students.	
Explosion	Fire drill to get students out of building	
	Extended time out of building (cold weather) – make arrangements with close, large facility to house students.	

Appendix

AN OVERVIEW

Sample Lockout/Tagout Program (LOTO)

The following sample Lockout/Tagout (LOTO) Program is designed as a “fill-in-the-blank” guide to be used to develop a local LOTO program for each parish, school, or other facilities.

Each building is to be assigned a section which would first list all pieces of equipment or machinery that is required to comply with LOTO requirements. Then each item listed would have detailed directions as to how to de-energize, lock and tag, and then re-energize that piece of equipment when any repairs or preventative maintenance is conducted. The location of the electrical panel shut-off's must also be documented.

The following is an example:

Section I: Church/Hall Building - Index

1. Chapel A.C./Heat Pump
2. Kitchen Exhaust Fan

Section I: Church/Hall Building - LOTO Procedures

Equipment/Machinery	Energy Source	Isolation Procedure	Location
1. Chapel A.C./Heat Pump	Electrical	Turn off. Disconnect switch labeled, “AC Comp. #5” and lock out.	Chapel roof on southeast corner of church.
2. Kitchen Exhaust Fan	Electrical	Turn disconnect switch labeled, “Kit. Fan #1” to “off” position and lock out.	West wall of cafeteria furnace room directly below exhaust fan.

SAMPLE

Lockout/Tagout Program

Purpose

This program establishes procedures for compliance with OSHA's Mechanical and Electrical Lockout and Tagout Program requirements (29 CFR 1910.147 and 29 CFR 1910.333). These procedures are designed to protect our employees from the hazards and subsequent injuries that occur as the result of the unexpected release of a hazardous energy source during the performance of maintenance operations.

Scope

A specific procedure has been developed for each separate piece of machine and equipment. The procedures can be found in Sections I, II, and III.

The following is a listing of all machines and equipment which are included in the Lockout/Tagout Program:

- Machines and Equipment located in _____ Building (Section I)
- Machines and Equipment located in _____ Building (Section II)
- Machines and Equipment located in _____ Building (Section III)

NOTE: List every machine and piece of equipment for which a specific procedure exists.

- General Requirement Procedures (Isolation and Energy Restoration) for all energized machines that fit into the category of unexpected start-ups.

Methods to enforce compliance

Supervisory personnel will enforce compliance with our LOTO program by disciplining employees who do not follow the policies and procedures set forth in this program. The chain of command will be followed when disciplinary action is required. Each supervisor will be held responsible for the volatile actions of his or her employees. In addition to the employee being disciplined, his or her supervisor will also be disciplined when appropriate.

The first action will be to verbally warn an employee of his or her non-compliance with the program. Immediately thereafter, verbal instruction will be provided as to how to perform the work properly.

For every subsequent violation, the following actions will be taken:

- 1st offense - written warning;
- 2nd offense - indefinite suspension;
- 3rd offense - termination of employment.

NOTE: The program incorporates many significant and critical elements for its success; therefore, a heavy responsibility is placed on each employee to follow these procedures.

Periodic inspections

To ensure the LOTO program is being properly implemented, random audits (follow-up inspections) and planned visual observations will be conducted to determine the following:

- if the energy control procedures are followed;
- if employees know their responsibilities;
- if the procedure is adequate and what changes are needed.

The audits will be conducted by an authorized and qualified employee other than the one implementing the energy control procedure. If deviations are identified or if employees do not clearly understand the procedure, retraining will be conducted. Accordingly, the procedure will be re-evaluated and a more appropriate procedure will be implemented.

These inspections will be conducted at least annually on a one-to-one basis, and when appropriate, through meetings with entire crews.

Training

Training for authorized employees

The training for authorized employees will include all aspects of the LOTO program and all specific procedures for each individual machine or equipment identified in the program.

Training for affected employees

The training for affected employees will include the purpose of the program, how to recognize a LOTO operation, and how it will affect them.

Training for other employees

The training for other employees will include notification that a LOTO program exists and to stay clear of a LOTO operation in progress.

Training for qualified employees

Training for the qualified employee will include the same training as for the authorized employee in addition to the following:

- the skills and techniques necessary to distinguish exposed parts from other parts of electrical equipment.
- the skills and techniques necessary to determine the nominal voltage of exposed live parts.
- the capability of working safely on energized circuits.
- familiarity with the proper use of precautionary techniques, personal protective equipment, and
- how to use insulating and shielding materials and insulated tools.
- proper use of test equipment.
- how to test circuit elements and electrical parts of equipment to which employees may be exposed.
- how to verify that circuit elements and equipment are deenergized.
- how to check if the test equipment is properly working before and after each operation.
- how to determine if any energized condition exists, and if it exists as a result of inadvertently induced voltage or unrelated voltage backfeed, even though specific parts of the circuit have been deenergized.

Training Certification

OSHA requires that completed training be certified and kept up to date. It also requires that the certification contains each employee's name and the dates of training. Accordingly, the following format will be used to certify the training of employees.

Employee's Name _____ Date of Training _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Signature of Trainer _____ Date _____

Outside Contractors

For maintenance or repair of machines or equipment outside the limits of our maintenance department, outside contractors are called in and agree to observe the Lockout/Tagout procedures in force.

This applies to the repair or maintenance of the heating and air conditioning systems of all buildings and equipment which can be isolated by simply unplugging them from the wall socket.

Shift or personnel changes

In order to maintain continuity of Lockout/Tagout protection, the plant manager will assume responsibility and will assure that:

- Employees affected by the transfer of Lockout/Tagout devices between the off-going and oncoming employees are apprised of the transfer to coordinate the change.
- Certify that all aspects of the Lockout/Tagout program are followed to minimize exposure to hazards from the unexpected energization, start-up of machine or equipment, or release of stored energy.

Lockout/Tagout Procedure for Parish/School

Name of machine/equipment and location (each building is a separate section)

Section I - _____ Building

Section II - _____ Building

Section III - _____ Building

Isolation procedure - electrical

- Turn switch on the electrical panel to the "off" position.
- Place lockout device on panel.
- Test switch to ensure it cannot be turned on.
- Notify all affected employees in the area.

Energy restoration procedure

- Ensure all employees, tools, etc. are removed.
- Remove lockout device.
- Test cycle machine to ensure it operates as expected.
- If further adjustment is necessary, reinstall lockout.
- Remove lockout and notify appropriate personnel that the equipment is ready for operation.

Section I: _____ Building - Index

Of all machines and equipment which are included in our Lockout/Tagout program, these are located in the above building:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
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- 10.
- 11.
- 12.
- 13.
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- 22.
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- 27.
- 28.
- 29.

Section II: _____ Building - Index

Of all machines and equipment which are included in our Lockout/Tagout program, these are located in the above building.

- 1.
- 2.
- 3.
- 4.
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- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
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- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.

Section III: _____ Building - Index

Of all machines and equipment which are included in our Lockout/Tagout program, these are located in the above building.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
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- 11.
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- 28.
- 29.

SAMPLE

Hazard Communication Program

Assessment will be made of all hazardous chemicals used in the workplace. The assessment will be made to identify what hazardous chemicals or materials are used. It will also aid in determining which employees are exposed. The data sheet contains all pertinent information relevant to the product and also instructs what protective measures should be taken.

Once the hazardous chemicals or materials are identified, the next step will be to focus on where they are used. Each potentially exposed employee will be identified along with each department he/she works in. This will facilitate training, downstream labeling, and procuring any personal protective equipment or measures required by the data sheet.

1. Container labeling

The plant supervisor will be responsible for verifying that each container received is properly labeled pursuant to the requirements of the hazardous communication program. At a minimum, each container will:

- be clearly labeled as to its contents.
- note the appropriate hazards warning.
- include the name and address of the manufacturer.

No container shall be allowed into the plant until the above data is verified. If the data is not on the container, the information will be gleaned from the Safety Data Sheet (SDS) and transposed onto one of our labels and affixed to the container. If no data sheet is available, the manufacturer will be immediately contacted and a request for the data sheet will be made.

Downstream labeling

Hazardous chemicals or materials taken from a bulk container and placed into a smaller container will also be labeled. It shall be the supervisor's responsibility to ensure that the container is labeled. A numbering system will be used to identify the hazardous chemicals or materials. For example, "1" may be the number used to identify the trade name of a product that is a caustic substance. (See numbering system attached.)

2. Safety Data Sheets

Copies of all safety data sheets for all hazardous chemicals to which employees may be exposed will be kept in the plant supervisor's and owner's offices. The data sheets will be available for review to all employees upon request. Copies will be made for anyone requesting them.

3. Employee training and information

Training will be provided for all current employees in Spanish and in English to accommodate those employees who are not able to communicate fluently in English. Accordingly, the written portion of the program will also be provided in Spanish. All new hires will be trained during the orientation session prior to beginning work. The training will cover the program and any data sheets covering those chemicals which the employees may be exposed to during daily operations. The training will include information on the following:

- the written program and the policies outlined.
- the location and availability of the written hazardous communication program including the list of hazardous chemicals and material safety data sheets.
- the physical and health hazards of chemicals in the work area.
- how to lessen or prevent exposure to these chemicals through work practices, emergency procedures, and the use of personal protective equipment.
- what the company has done to lessen or prevent exposure to these chemicals.
- procedures to follow if exposure to these chemicals occurs.
- method and observation that may indicate the presence or release of a hazardous chemical (i.e., monitoring, visual appearance, or odor of chemical when released).
- in-depth explanation of the details of the hazardous communication program including the labeling system, list, data sheets, etc.; in short, what the company's policies are, what is expected of the employee, and what his/her rights are under the program.

In order to certify that the employee has been trained, each employee will be required to sign a form stating that he/she has received the written material, has actually been trained on the program, and knows what his/her rights are under the program. The certification will be in Spanish and English to accommodate those individuals who are not fluent in English.

Any time a new hazardous chemical is introduced into the workplace, each employee will be trained in the same manner as during the orientation training. Accordingly, the subsequent training will also be certified.

4. List of all hazardous chemicals

The following is a "kind of use" listing of all the hazardous chemicals used in our operations. These safety data sheets give the exact chemical names and pertinent safety operation

1. Restroom cleaners - See Addenda, Section 1
2. Floor care cleaners - See Addenda, Section 2
3. Kitchen cleaners - See Addenda, Section 3
4. Boiler water treatment - See Addenda, Section 4
5. Special Mics. products - See Addenda, Section 5

All of these addenda sheets should be explained to concerned employees, be kept on file, and be made available to employees at all times at the supervisor's office.

5. Hazardous non-routine tasks and chemicals in unlabeled pipes

Presently, we are unable to identify anything we would consider non-routine in nature, nor have we been able to identify any hazardous chemicals in unlabeled pipes. However, in order to establish a company policy that would provide guidance for employees who might encounter these conditions in the unforeseeable future, we are incorporating the following policy.

Non-routine tasks

Any employee confronted with a task that is not within his or her normal routine work assignment that would involve maintenance or something similar in nature is instructed to notify their supervisor and the employee violating this procedure.

Once the supervisor is notified, he/she will contact the plant supervisor. The plant supervisor is expected to inform the owner if the situation calls for actions beyond the control of the plant supervisor. Failure to follow these instructions will result in disciplinary action against the plant supervisor. It's extremely important to follow these guidelines to the letter. It may save your life.

Upon notification, the supervisor will take the following steps.

- A hazard analysis will be made to identify all potential chemical hazards.
- Policies and procedures will be developed regarding how to proceed safely avoiding those hazards identified through the analysis.
- Employees required to do the work will be trained as to the procedures developed and equipped with any personal protective equipment necessary to protect them.
- The supervisor shall monitor the actions of the employees to ensure that all procedures are being followed and that all proper equipment is being utilized.

Chemicals in unlabeled pipes

The same procedures set out for non-routine tasks will be followed when employees are to work on any pipe in any portion of the plant.

6. Outside contractors

All outside contractors will be required to provide material safety data sheets on any hazardous materials brought into our establishment. Similarly, the contractor will be provided with a copy of our hazardous communication program which they are required to follow. No contractor will be allowed to conduct work in the plant until these requirements have been met.

It will be the responsibility of the plant supervisor to provide contractors and their employees with the following information:

- hazardous chemicals to which they may be exposed while in our establishment.
- measures employees must take to eliminate the possibility of exposure.
- steps the company has taken to minimize the exposure.
- where they can acquire a copy of our program and the material safety data sheets.

All supervisors will be instructed as to how to coordinate the requirements of this element so they can contact the plant supervisor and owner if necessary.

Bloodborne Pathogens Exposure

In December of 1991, the Occupational Safety and Health Administration (OSHA) issued regulation applying to exposure to bloodborne pathogens in the workplace. Our schools are required to comply with these regulations.

As an overview, OSHA regulations require all employers to:

- develop a written exposure control plan.
- provide annual in-service education programs for all affected employees.
- offer at no charge hepatitis B (HBV) vaccinations to employees who have occupational exposure.
- provide proper hand washing facilities.
- provide employees with proper protective clothing and equipment, such as gloves, gowns, masks, etc.
- provide for safe disposal of all contaminated waste materials.
- keep records of staff training and immunizations, waste disposal, investigation reports on all blood exposures, etc.
- require all employees to use universal precautions.

An (Arch)Diocesan nursing home may be able to assist with obtaining supplies and with proper waste disposal.

The following is an example of an exposure control plan.

SAMPLE

BLOODBORNE PATHOGENS

Exposure Control Plan

In order to protect our employees as much as possible from the dangers of Hepatitis B, each school should make the Hepatitis B vaccinations available to:

at least one person in the school office.

the coach of each athletic team.

at least one member of the maintenance or custodial staff.

If the employee initially declines the Hepatitis B vaccination but at a later date while still performing the same duties decides to accept the vaccination, the school will make the vaccination available at that time. The cost of the vaccination shall be borne by the school.

The individuals who have had the vaccinations will be responsible for responding when there is an incident involving spurting blood or large quantities of blood.

Do not allow any student to assist in the first aid or transportation of the injured person unless the situation is desperate. If students must assist, make sure they have gloves on. If no gloves are available, make sure students have no breaks in the skin of their hands.

All employees who have taken the Hepatitis B vaccinations or who perform first aid functions on a regular basis but have declined the vaccination will go through an annual retraining program which will be conducted by a trained professional and will include the following:

- the Bloodborne Pathogens Standard itself;
- the epidemiology and symptoms of bloodborne diseases; transmission of bloodborne diseases;
- the facility's Exposure Control Plan;
- an explanation of how to recognize tasks that may involve exposure;
- a review of methods that will prevent or reduce exposure (such as engineering controls, work practices, personal protective equipment, etc.);
- how to select and use personal protective equipment; the use of biohazard labels, signs and container "color-coding";

- information on the Hepatitis B vaccine, including efficacy, safety and benefits; also information on the facility's free vaccination program;
- actions to take in case of emergencies involving bloodborne pathogens;
- an explanation of the procedures to follow if an exposure incident occurs, including reporting and medical follow up information on the post-exposure evaluation and follow-up that is provided to employees in case of an exposure incident.

All employees shall have a training session annually in which this exposure control plan is reviewed in its entirety.

Procedures

The following procedures will be followed for any incident which includes an employee of the school coming into contact with blood or other bodily fluids.

1. Consider all human blood and other bodily fluids to be infectious.
2. Emergency first aid kits should be maintained in each classroom. The kit should be inside a plastic bag and should contain:
 - one or more pair of rubber gloves;
 - one or more compression bandages;
 - a plastic bag to put the gloves and bandages in after they are used;
 - a plastic bottle with a germ-killing solution;
 - paper towels.

In addition to the classroom first aid kits, larger kits will also be maintained:

- in the school office;
- with a teacher or coach on the playground during the school day when children are on the playground;
- in the gym during PE classes;
- with all athletic teams when participating in events or practices where the coaches are employees of the school;
- with all groups who go on the field trips if an employee of the school is present. (It is recommended that the kits are kept with all athletic teams and all field trip groups but it is only required if an employee of the school is involved.)

The larger kit will include:

- one or more pair of rubber gloves;
- one or more compression bandages;
- a plastic bag to hold any used materials that will be thrown away;
- a plastic bottle with germ killing solution;
- paper towels;
- protective eyewear with side shields;
- a mask to cover the nose and mouth;
- CPR micro shield.

The school shall maintain a supply of red plastic bags which are imprinted with the biohazard label, rubber gloves to replace those that are used, and extra supplies of all the items in the kit so they can replenish the supplies used.

3. Wear gloves whenever administering first aid, particularly if it is likely that there will be contact with any patient's body fluids, mucous membranes, or non-intact skin, or any item or surface contaminated with body fluids.
4. Wear a mask and protective eyewear when it is likely that there will be contact with droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose and eyes. If one of the students were to cut an artery, for example, blood might splatter and get into someone's eyes or mouth.
5. In any cases when people have to deal with body fluids, they should immediately wash their hands and other skin surfaces with a 10 percent bleach solution or other antiseptic soap.
6. Any employee who has cuts, sores, or any other breaks in the skin of their hands and arms should not contact blood or other bodily fluids unless it is an emergency and there is no one else available to help. Even if you are wearing gloves, it is far better to allow someone who does not have any breaks in their skin to handle the situation.
7. Pregnant health care workers are not known to be at increased risk for acquiring blood and body fluid borne disease. However, the unborn baby cannot protect himself or herself, and depends upon the practices of his or her mother to decrease as much as possible the risk of disease transmission. Pregnant employees should be especially familiar with and strictly adhere to universal precautions.

8. Minimize the need for mouth to mouth resuscitation by keeping mouth-pieces and resuscitation bags in a readily accessible location.
9. Clean blood and body fluid spills promptly with a solution of bleach and water or an approved hospital disinfectant.
10. Place patient linen or towels that are wet with blood and body fluids in a clean water soluble bag. Wet in this case means that if you wring the towel or linen, blood or bodily fluids would come out.
11. The clean bag should be placed inside the red plastic bag and then they should be put in a container with a lid. This container will then be kept in a limited access area. Arrangements for disposal of the waste must be made with a contractor approved to dispose of hazardous waste.
12. In the event that any employee is exposed to blood or bodily fluids that come into contact with any breaks in their skin or gets into their mouth, eyes or nose, he or she should immediately notify the principal of the school.

The individual who has been exposed should have their blood tested for HBV and HIV. They can see their own doctor or the facility will arrange for a doctor to examine them. In either case, any expenses will be born by the facility.

If the individual who was the source of the bodily fluids or blood will agree, his or her blood should be tested. The results of the source individual's testing shall be made available to the exposed employee and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

The employer shall obtain and provide the employee with a copy of the evaluating doctor's written opinion within fifteen days of the completion of the evaluation.

If the doctor recommends vaccination for Hepatitis B, the employee shall be given the opportunity to obtain the vaccination at no expense to them. If the employee declines to accept the vaccination, he or she must sign a statement that it was offered but he or she declined.

If the exposed employee initially declines the Hepatitis B vaccination but at a later date while still performing the same duties decides to accept the vaccination, the school shall make the vaccination available at that time. The school will provide the (Arch)Diocesan office a written report on the incident and a copy of all correspondence and reports involved in the incident. The (Arch)Diocese must keep all of these medical records for the duration of the person's employment plus thirty years.

13. In order to reduce the chance of exposure, the following procedures will be followed.

- Broken glass which has any chance of being contaminated will be cleaned up with a dust pan and broom or tongs. It will not be picked up by hand. The glass will then be disposed of in a container that is puncture proof.
 - Disposable gloves will never be reused. They are to be disposed of immediately after use.
 - Any blood or other bodily fluids on the floor or on any of the fixtures or equipment will be cleaned with a 10 percent bleach solution or other approved germ killing agent.
 - Maintenance and custodial personnel shall wear gloves whenever there is a chance of coming into contact with blood and bodily fluids. This would specifically include any time they are working in restrooms.
 - All restrooms, toilets, urinals etc. will be cleaned with a 10 percent bleach solution or disinfectant daily.
 - Maintenance personnel who are going to make repairs to a bathroom fixture will wear gloves and wash the fixture with a 10 percent bleach solution before beginning work.
14. Whenever a new employee is hired, this policy should be reviewed as part of his/her initial training, and there must be a retraining session conducted once per year.
 15. If after having the policy and dangers of exposures explained to them, an employee feels that he/she does have occupational exposure, he/she should contact the principal for a review of his/her duties and a determination if he/she should be vaccinated. Any vaccinations will be provided at no expense to the employee.
 16. All incidents that involve blood or other bodily fluids must be handled in accordance with this policy. If we follow these procedures, we can greatly reduce the risk of infection.

Declining of Hepatitis B Vaccine (Mandatory)

I understand that due to my occupational exposure to blood and other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine at no charge to myself. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood and other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Employee Signature

Date

Printed Employee's Name

Witness

Title

Witness

Title