R E P O R T R E S U M E S

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SCHOOL SAFETY EDUCATION CHECKLIST--ADMINISTRATION, INSTRUCTION, PROTECTION.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

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THIS CHECKLIST IS AN EVALUATIVE TOOL FOR PLANNING PROGRAM IMPROVEMENT. PURPOSING TO STIMULATE THOUGHT AND ACTION ON PROBLEMS OF SAFETY EDUCATION IN SCHOOLS, IT IS DESIGNED TO ENCOURAGE INSPECTIONS OF SCHOOL BUILDINGS FOR (1) SAFE CONDITIONS OF STRUCTURES, GROUNDS, AND EQUIPMENT, (2) SAFE PRACTICES, AND (3) OPTIMUM USE OF THESE SAFE PRACTICES IN THE SCHOOL SAFETY EDUCATION PROGRAM. THIS DOCUMENT IS AVAILABLE FOR $1.00 AS STOCK NO. 461-13940 FROM THE NATIONAL COMMISSION ON SAFETY EDUCATION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (HM)

CHECKLIST

SCHOOL SAFETY EDUCATION

The checklist was originally issued in 1939 by the Research Division of the National Education Association. After years of application to school situations throughout the nation, a major revision was made in 1953. The 1953 edition was developed by the staff of the NEA National Commission on Safety Education with helpful comments and suggestions from many classroom teachers, school supervisors, educational administrators, university professors, safety engineers, insurance specialists, and competent representatives of national safety organizations. The 1963 and 1966 revisions were prepared by the Commission staff with the assistance and guidance of safety specialists in several areas.

SCHOOL SAFETY EDUCATION CHECKLIST

—ADMINISTRATION
—INSTRUCTION
—PROTECTION

A basic tool for evaluating a school safety education program, the "checklist" is applicable at the elementary, intermediate, junior high, and senior high school grade levels. Proper use of the instrument will help schools make safety an integral component of the total educative process.

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INTRODUCTION

The *school safety education checklist* is an evaluative tool designed for use in planning for program improvement. Superintendents, principals, supervisors, classroom teachers, custodians, schoolboard members, parent-teacher groups, civic groups, students, and others should find this checklist helpful in reviewing school conditions and practices that relate to safety and safety education.

The purpose is to stimulate thought and action on problems of safety education in schools. Its use should encourage the adoption of regular and thorough inspections of every building for: (a) safe *condition* of structures, grounds, and equipment, including the presence of necessary safety devices; (b) safe *practices* throughout the school environment; and (c) the *optimum* use of all these in the school's safety education program.

Obviously, the checklist may include items that do not apply to some school situations. These items may be deleted so that the checklist will more truly reflect the conditions in a particular school. Likewise, if the checklist is not complete in regard to certain activities, items should be added. This publication should challenge people to become involved in developing their own checklists and other criteria for on-going evaluation of the safety education program.

As a measurement instrument, this checklist will help school administrators, classroom teachers, parents, and others to locate the big gaps in safety education in their own schools. For this reason, statements are formulated so that they can be checked "Yes" "Partly" or "No." After thorough use of the checklist, items checked "Partly" or "No" will indicate where action may be needed. Halfway measures are steps in the right direction, but they are not good enough where the safety of school children is at stake. So, for each item checked "Partly" or "No," those concerned should ask, "Why is this true of our school?"

Many school administrators will want to seek the help of specialists in analyzing and checking such items as those applying to electrical equipment, building construction details, and fire prevention and protection equipment. This checklist is a flexible tool. School leaders and the technical specialists in their communities can use it in a variety of ways.

Administration

Organization

	YES	PARTLY	NO
1. The administrative staff:			
a. exhibits an active interest in the conduct of an effective school safety education program	—	—	—
b. facilitates and promotes the integration of safety education with all curricular areas and co-curricular activities	—	—	—
c. holds every teacher responsible for maintaining a safe school environment and for providing meaningful safety experiences for students	—	—	—
d. plays an active leadership role in civil defense disaster preparedness	—	—	—
e. requires that pupil activities be supervised by a member of the faculty	—	—	—
f. encourages members of the faculty and organized student groups to participate in planning and executing the safety education program	—	—	—
g. provides the faculty with ample opportunities for in-service safety education	—	—	—
h. directs that students who engage in interscholastic sports have a pre-season medical examination which is adapted to the special hazards of the particular sport	—	—	—

2. The administrative staff has:	YES	PARTLY	NO
a. established effective working relationships with local fire, police, civil defense, and health agencies	—	—	—
b. designated a responsible member of the faculty to assume leadership should an emergency situation occur while the chief administrator is absent from the premises.	—	—	—
c. appointed a qualified faculty person to exert leadership and to coordinate safety education for students at all grade levels.....	—	—	—
d. initiated an appropriate procedure for students, teachers, and other personnel to submit suggestions regarding elimination of hazardous conditions in the school environment	—	—	—

Inspection

3. The school administrator:			
a. makes a periodic check on the safety aspects of established routines for student movement	—	—	—
b. directs that a qualified specialist make an annual appraisal of safety in recreation and physical education areas with emphasis on condition and location of equipment and types of activities permitted	—	—	—
c. reviews the work of the custodial staff with special attention to the condition and suitability of supplies and equipment	—	—	—
d. conducts personal inspections of the school environment to see that minimum standards established by authoritative local, state, and national agencies are met	—	—	—
e. requires that school buildings be inspected by qualified persons at least once each year for evidence of structural defects, deterioration of the heating system, faulty electrical wiring and equipment, and improper maintenance practices	—	—	—

Accident Reporting and Records

	YES	PARTLY	NO
4. The administrative staff has established an effective procedure to be followed in case of accident or sudden illness	—	—	—
5. A convenient and accessible file is maintained which lists for each student:			
a. home address and telephone number	—	—	—
b. business telephone number of parent	—	—	—
c. name and telephone number of family physician	—	—	—
6. A procedure has been established by the administrative staff for the immediate submission of reports on:			
a. accidents (involving teachers, students, and employees) that occur while traveling to and from school	—	—	—
b. accidents occurring on school premises ...	—	—	—
c. school jurisdiction accidents that occur during athletic events, social functions, and field trips	—	—	—
7. The chief administrative officer requires that a record be kept of all reported accidents ...	—	—	—
8. The school's accident experience is presented in the form of a summary report at least once each year	—	—	—
9. Summary reports on school accident experience include recommendations for future action	—	—	—
10. When any student is transported to his home or to a medical facility due to an accident or sudden illness, the administrative staff requires that he be accompanied by a reliable person and that the operator of a motor vehicle used for this purpose be a duly licensed and responsible adult	—	—	—

School Patrols

	YES	PARTLY	NO
11. A responsible member of the professional staff directs and supervises the operation of school safety patrols which are organized to function:			
a. at hazardous school crossings	—	—	—
b. on the playground	—	—	—
c. in school buses	—	—	—
d. within school buildings	—	—	—
e. during emergency drills	—	—	—
12. The school has in operation a school patrol organization in which student members:			
a. are provided with regularly scheduled instruction which includes methods to be applied in carrying out duties	—	—	—
b. serve voluntarily	—	—	—
c. exhibit qualities of leadership and reliability	—	—	—
d. are not permitted to use any technique which, in effect, directs or controls vehicular traffic	—	—	—
e. are provided with standard insignia, foul-weather gear, and other essential equipment	—	—	—

Personnel

13. Teachers and employees are required to set a good example for students by exhibiting safe practices both in and out of school	—	—	—
14. Regular meetings are held for the entire faculty, custodial staff, and other employees at which hazards and unsafe conditions are discussed and responsibility fixed for the elimination or correction of each	—	—	—
15. Members of the school staff are familiar with the several types of warning signals for civil defense disaster preparedness as well as with their specific duties in reference to civil defense activity	—	—	—

	YES	PARTLY	NO
16. Responsibility for keeping classroom and other parts of the school environment clean, attractive, and orderly is shared by teachers, students, and custodians	—	—	—
17. Students demonstrate a feeling of responsibility for safe conditions and practices in and around the school plant	—	—	—
18. The procedure to be followed in case of an accident or a sudden illness is understood by students, teachers, and members of the school staff	—	—	—
19. Members of the faculty and other school employees are familiar with the general provisions of laws and regulations which pertain to school district and employee liability for accidents	—	—	—
20. At least one person who is qualified in first aid is immediately available when school-sponsored activities are in progress	—	—	—

Civil defense disaster preparedness

21. For protection of students and others in event of natural or man-made disaster, the school has in effect an official and up-to-date plan which is coordinated with the overall community plan	—	—	—
22. A member of the professional staff has been assigned responsibility for civil defense planning and training	—	—	—
23. The school staff has adequate training to provide necessary leadership and services under emergency conditions	—	—	—
24. For protection of pupils and others in event of specific disaster conditions (radioactive fallout, high-velocity windstorm, etc.) existing buildings have been surveyed by qualified personnel and "safest place" shelter areas have			

	YES	PARTLY	NO
been designated and improved for the maximum protection which it is practicable to achieve in each school building	—	—	—
25. Architects or engineers trained by the Office of Civil Defense review plans for building renovation and new construction in order to achieve maximum protection	—	—	—
26. Shelter areas have readily available an adequate supply of essential food, water, equipment, and necessary supplies	—	—	—
27. The community warning system includes provision for notifying the school administration	—	—	—
28. The school system has a plan for, and the means of giving, known specific types of warnings for emergency situations which call for different actions, as fire and earthquake vs. nuclear attack and tornado	—	—	—
29. Shelter areas are provided with equipment which permits communication with the school administration and the community shelter system	—	—	—
30. Shelter drills are held with sufficient frequency to assure appropriate behavior in time of disaster	—	—	—
31. Parents understand the school plan for protection of students in event of natural or man-made disaster	—	—	—

Fire-exit drills

32. Occupants of school buildings are familiar with the location of public alarm boxes	—	—	—
33. Emergency fire-exit drills are held at least once a month	—	—	—
34. Fire-exit drills are usually conducted when weather conditions are favorable, so as to discourage students from taking time to locate personal belongings	—	—	—

	YES	PARTLY	NO
35. In addition to fire-exit drills held when pupils are in classrooms, an occasional drill is held at an unexpected time such as near arrival and dismissal times, during class changes or assembly periods, or when students are in the cafeteria	—	—	—
36. The fire alarm, clearly distinguished from other emergency warnings, is used only for exit drills and in case of fire	—	—	—
37. During fire-exit drills, each member of the faculty carries a roll book or other means of quickly checking attendance to make sure that all students have left the building	—	—	—
38. In case of fire, special provisions are made to remove disabled and physically handicapped students from the buildings	—	—	—
39. Teachers and students evaluate each fire-exit drill	—	—	—

On-site student movements

40. At the beginning of each school term, an origin-destination study is made of routing of student movement within the school environment so that changes can be made to reduce congestion	—	—	—
41. Use of bicycles and motor vehicles on playground areas is prohibited	—	—	—
42. Use of bicycles and motor vehicles on the school premises is restricted to defined areas	—	—	—
43. Parking of bicycles and motor vehicles in the vicinity of the school is organized so as to reduce the probability of injury to students, teachers, and school patrons	—	—	—
44. The school maintains a current list of registration numbers of motor vehicles used by students who drive to and from school	—	—	—

	YES	PARTLY	NO
45. Parents are informed of regulations governing special areas for loading, unloading, and parking of private automobiles at the school site	—	—	—
46. Faculty and student parking areas are located well away from play areas	—	—	—
47. Parking of automotive equipment in basement space under classrooms is not permitted	—	—	—

School bus transportation

48. To assure maximum safety, every aspect of the school bus transportation system is analyzed each year in light of past experience and existing conditions	—	—	—
49. School bus drivers are selected on the basis of adequate standards of character, emotional stability, driving experience, physical condition, and knowledge of safe driving practices	—	—	—
50. School bus drivers meet established standards concerning knowledge and application of laws, rules, and regulations as well as of general and special safe driving practices	—	—	—
51. School buses meet standards and specifications established by the state department of education or other authorized agency	—	—	—
52. Each school bus is equipped with a first-aid kit, fire extinguisher, flags, and flares for use in emergencies	—	—	—
53. School buses are kept in the best possible mechanical condition through regular and thorough checking by qualified mechanics ...	—	—	—
54. A check-sheet is used for each inspection of a school bus to be sure that no safety item is overlooked	—	—	—
55. School bus drivers promote safe bus-riding habits among students	—	—	—

	YES	PARTLY	NO
56. Drivers of school buses are required to participate in refresher courses concerned with safe operation	—	—	—
57. Drivers of school buses are required to pass a complete physical examination at least once each year	—	—	—
58. Students who ride school buses have an opportunity to take part in developing safety regulations regarding behavior	—	—	—
59. Members of a school patrol are used to assist students in boarding and leaving buses, and to supervise students while they cross roadways	—	—	—
60. Periodic drills are held in which school bus riders evacuate the vehicle by way of an emergency opening	—	—	—
61. School buses are required to stop at each railroad crossing	—	—	—
62. A definite pattern has been established for use of school bus drivers in approaching, loading and unloading, parking, and leaving the school site	—	—	—
63. The established pattern for operation of school buses on school grounds eliminates the need for backing	—	—	—
64. Effective procedures and regulations designed to safeguard school bus occupants from accident are followed whenever a bus is used for instructional and other non-route trips	—	—	—
65. Accidents involving school buses are reported promptly and investigated carefully	—	—	—
66. School bus accident reports are carefully analyzed so that steps may be taken to prevent their recurrence	—	—	—

Community resources

67. The school and community work together for the initiation and effective operation of such			

	YES	PARTLY	NO
pedestrian protection measures as police officer control of traffic near the school, special adult crossing guards, necessary signs and signals, clearly marked crosswalks, and school patrols	—	—	—
68. The school makes use of public information media to inform parents and the community about the school safety education program ...	—	—	—
69. The school participates in community safety surveys, both to provide learning experiences for students and as a means of securing support for the elimination or correction of hazards in the community	—	—	—
70. The public is invited to school-sponsored safety activities such as forums, panel discussions, debates, and demonstrations	—	—	—
71. The school makes appropriate safety information available to parents of pre-school children	—	—	—
72. The parent-teacher organization has a safety committee which aids the school safety program	—	—	—
73. In enlisting assistance from community groups, the administrative staff and the groups concerned work out agreements in advance regarding procedures, financing, publicity, and other details	—	—	—
74. The school has developed criteria to guide teachers in the selection and use of safety materials obtainable from non-school sources ..	—	—	—

Instruction

Personnel

	YES	PARTLY	NO
75. Through faculty meetings, in-service workshops, or other means, every teacher has developed an understanding of and an appreciation for the elements of the school safety education program	—	—	—
76. Each member of the faculty has completed a college-credit course or formal seminar in general safety education	—	—	—
77. The faculty understands that, for maximum effectiveness, safety education must be integrated with the various curricular offerings ..	—	—	—
78. Teachers, students, and school employees receive instructions in:			
a. standard procedures for fire and other emergencies, including exit drills and shelter procedures	—	—	—
b. methods of operating the different types of fire extinguishers found in the school.....	—	—	—
79. The custodial staff and other workmen receive thorough instruction from competent specialists (safety engineers and fire department representatives) in safe "housekeeping" and other phases of accident prevention pertinent to their work	—	—	—

80. Members of the faculty are encouraged to:	YES	PARTLY	NO
a. attend classes in safety education conducted by colleges and universities	—	—	—
b. participate in in-service safety education programs	—	—	—

Schoolwide safety instruction

81. The overall safety education program is designed to:			
a. help students learn safe practices for use in meeting day-to-day situations	—	—	—
b. develop in each student a sense of personal responsibility for his own safety and that of others	—	—	—
c. help students understand that the efficient ways of doing things are the safe ways	—	—	—
d. help students recognize dangerous situations and make wise judgments about hazards involved	—	—	—
e. give students actual experiences which require application of safe practices	—	—	—
f. help students to develop habits of cooperation in solving common safety problems ..	—	—	—
g. help students develop wholesome attitudes toward organized efforts to provide public safety for all citizens	—	—	—
h. contribute to the achievement of the basic purposes of education	—	—	—
82. The following teaching techniques and materials are typical of those used in the broad program of safety instruction:			
a. student discussions directly related to the safe and efficient use of equipment	—	—	—
b. motion pictures, filmstrips, slides, and other visual aids which deal with various aspects of safety	—	—	—
c. dramatizations of safety principles	—	—	—
d. supplementary reading materials on safety topics	—	—	—

	YES	PARTLY	NO
e. pictures, posters, and teaching charts concerned with safety	—	—	—
f. student safety organization and/or school patrol activity	—	—	—
g. class and assembly presentations by policemen, firemen, and other specialists	—	—	—
83. The school regularly uses safety instruction materials which:			
a. motivate activities involving learning by doing	—	—	—
b. relate naturally to program objectives	—	—	—
c. reflect currently accepted educational practice	—	—	—
d. emphasize positive rather than negative aspects of safety	—	—	—
e. are suited to students' maturity levels, needs, and interests	—	—	—
f. come from reliable sources	—	—	—
84. Safety is an integral part of the total instructional program at each grade level, integrated wherever it fits into the curriculum	—	—	—
85. A curriculum guide has been developed and is used as a basis for safety education at the various grade levels	—	—	—
86. Classroom teachers in all grades and curriculum areas are provided with adequate instructional materials in safety education	—	—	—
87. Teachers are provided with information about sources from which various types of safety materials may be obtained	—	—	—
88. Textbooks used in the various curriculum areas include pertinent material on safety	—	—	—
89. The school library makes available suitable reference material on safety for use by teachers and students	—	—	—

	YES	PARTLY	NO
90. Emphasis is placed on relating safety instruction to practical day-to-day situations both in and outside the school	—	—	—
91. Classroom instruction in safety includes consideration of environmental hazards (school, home, highway, fire, recreational, and occupational) and provides opportunity for each student to develop a foundation for safe behavior patterns	—	—	—
92. Accident statistics from the local area (city, county, or state) are included as a part of the school's safety instruction program	—	—	—
93. At the appropriate grade levels, civil defense disaster preparedness concepts are taught as an accepted part of the regular curriculum ...	—	—	—
94. At the proper grade levels, the instructional program includes use of safe practices while cycling to and from school	—	—	—
95. Teachers conducting classes in special activity rooms make sure that students know and understand pertinent safe practices	—	—	—

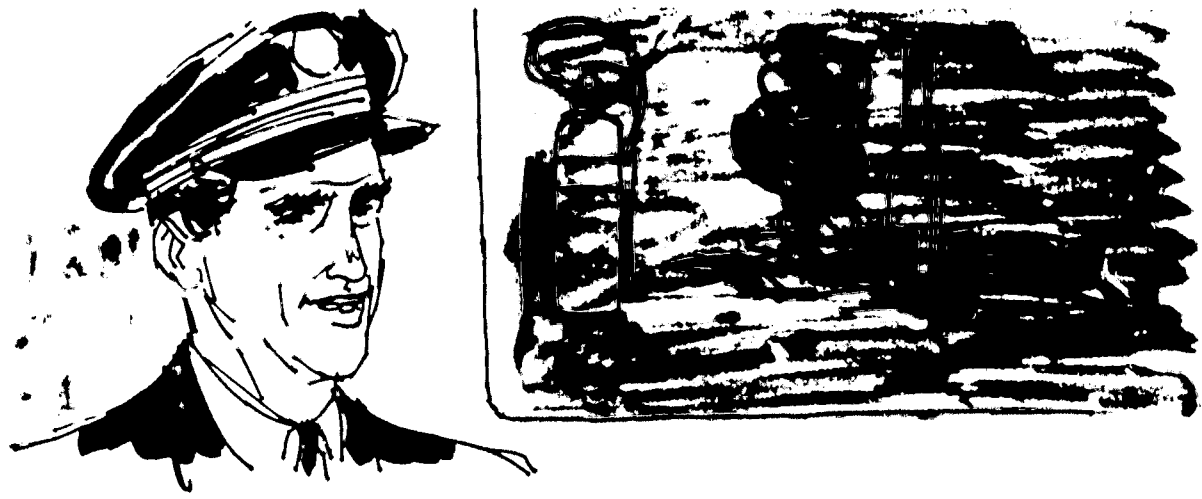
Driver and traffic safety education

96. The objectives, structure, time allotment, and content of the driver and traffic safety education course conform to nationally recommended standards	—	—	—
97. Every student enrolls in a driver and traffic safety education course as he closely approaches or reaches the minimum legal age for operation of motor vehicles	—	—	—
98. All teachers of driver and traffic safety education are duly certificated as teachers of the subject by the state's official certification agency	—	—	—

	YES	PARTLY	NO
99. Through in-service education or pursuit of advanced degrees, teachers of driver and traffic safety education keep abreast of new developments and become better qualified in their special subject field	—	—	—
100. An annual check (through the official state motor vehicle agency) is made on the driving record established by teachers of driver and traffic safety education	—	—	—
101. Students receive credit toward graduation for successful completion of a driver and traffic safety education course	—	—	—
102. Motor vehicles used for laboratory instruction in driver and traffic safety education are:			
a. restricted to uses directly related to instruction in driver and traffic safety education ..	—	—	—
b. adequately insured for public liability and property damage	—	—	—
c. equipped with dual controls, a rearview mirror on each side, a seat belt for each occupant, a first-aid kit, and other comparable items	—	—	—
d. clearly marked so that each may be identified with the program and the school jurisdiction	—	—	—
e. maintained in safe operating condition	—	—	—
103. A course in driver and traffic safety education is provided for out-of-school youth and adult beginners	—	—	—
104. Refresher courses are made available for experienced drivers	—	—	—
105. The established procedures for evaluating driver and traffic safety education provide measures of its effectiveness in reaching immediate and long-range aims and objectives ..	—	—	—

Special

	YES	PARTLY	NO
106. Pupils are informed of traffic hazards to be encountered in going to and from school and are involved in planning routes which should minimize danger	—	—	—
107. Students who are enrolled in science, physical education, athletics, home economics, and industrial arts are made aware of particular hazards associated with activities in these subject areas and are taught how to reduce risk of injury to a minimum	—	—	—
108. Teachers, students, and school employees receive instruction and practice in how to meet such emergencies as blocked exits and blocked stairways during fire-exit drills	—	—	—
109. Qualified teachers give pertinent safety instruction to each student group that uses the stage and auditorium area	—	—	—
110. Proper instruction is provided for members of the school staff who have special responsibilities in event of natural or man-made disaster	—	—	—
111. Temporary workmen in the building are instructed, supervised, and checked for safe practices	—	—	—
112. School bus drivers receive systematic instruction which includes coverage of laws and regulations as well as general and special safe driving practices	—	—	—
113. Pupils of comparable developmental level are grouped for physical education and strenuous recreational activity	—	—	—
114. Students receive instruction and practice in procedures to be followed when each type of emergency drill signal is given	—	—	—
115. An up-to-date analysis of the school's accident record is used to improve instruction in safety education	—	—	—



Protection

Fire

	YES	PARTLY	NO
116. A periodic check is made of all fire extinguishers to assure that each is properly located, filled, and ready for immediate use	—	—	—
117. Each fire extinguisher is recharged periodically according to the manufacturer's recommendations and the date of recharge is recorded on an attached tag	—	—	—
118. Outdoor fire hose connections are inspected regularly by representatives from the fire department	—	—	—
119. A regular inspection schedule is followed by an official of the local fire prevention authority in examining the school premises, with the report of each inspection being made a matter of record	—	—	—
120. Stairways and other vertical openings in the buildings are enclosed by fire-resistant partitions, with self-closing fire doors at each floor level	—	—	—
121. Wastepaper chutes are fire-resistant	—	—	—
122. Openings in wastepaper chutes are protected by self-closing doors equivalent in construction to the walls of the chute	—	—	—

	YES	PARTLY	NO
123. Openings in floors and partitions through which steam or other pipes pass are equipped with fire-stops to prevent the passage of fire or smoke	—	—	—
124. School buildings are free from concealed spaces where dangerous gases might accumulate and through which fire might spread	—	—	—
125. Water-heating boilers are located in easily accessible places but not in classrooms or other locations of public assembly	—	—	—
126. There is a substitute device readily available for manually sounding the fire alarm in event the electric alarm system fails	—	—	—
127. Fire alarm stations are located at conspicuous and accessible points, with at least one on each floor of each building	—	—	—
128. A standard screw thread is used on fire hose couplings and hydrants in and around the school	—	—	—
129. A sufficient number of fire extinguishers of the correct type are located backstage, in assembly areas, in shops, in laboratories, and in food preparation areas	—	—	—
130. Independently powered lights direct the way to fire escapes	—	—	—
131. Heating and fuel facilities are separated from other portions of the building by fire-resistant walls, ceilings, and officially approved fire doors	—	—	—
132. Steam and hot water pipes are covered with heat-resistant material where they are adjacent to combustibles and at points where persons may come in contact with them	—	—	—
133. The automatic sprinkler system:			
a. is inspected at least once each year by a qualified technician	—	—	—

	YES	PARTLY	NO
b. has control valves at clearly marked locations	—	—	—
c. has main control valves which are locked and tagged in open position	—	—	—
d. is tested periodically for working order of alarms	—	—	—
e. is protected against freezing in unheated areas	—	—	—
134. There is a remote control switch for shutting off the fuel supply to oil-fired furnaces	—	—	—
135. There are main cut-off valves for gas and oil, properly identified, readily accessible and located far enough from buildings to be out of the "heat zone" in case of fire	—	—	—
136. If the school is heated by gas:			
a. the gas passes through offically approved pressure regulating devices	—	—	—
b. The system has an automatic valve to shut off the gas supply to the burners whenever a pilot light goes out	—	—	—
c. the fuel supply or draft control is interlocked with a stack temperature measuring device to prevent overheating of furnace or boiler	—	—	—
137. If oil is fed to burners by gravity, anti-siphoning devices have been installed	—	—	—
138. Rigid piping is used for connecting gas appliances to the source of supply	—	—	—
139. Self-closing fire doors used to separate sections of the building and actuated by a fusible link or other device are tested monthly to assure proper operation	—	—	—
140. Fire-fighting equipment is regularly and thoroughly inspected and kept in good operating condition through such steps as checking interior hoses for rot and cracks, flushing out			

	YES	PARTLY	NO
interior hose valves, and greasing interior hose valve stems	—	—	—
141. Fire-exit drill directions are posted in each room of each building	—	—	—
142. Fire doors are kept free of wedges and other obstructions	—	—	—
143. Panic-bar locks are inspected regularly and maintained properly so that additional locks, bolts, or chains are unnecessary and are not used	—	—	—
144. Exit doors are kept unlocked and unobstructed during school hours and at other times when buildings are in use	—	—	—
145. The water supply, water pressure, and the number of fire-extinguishing devices (hoses, extinguishers, automatic sprinklers) are sufficient for effectively fighting fire in any part of any building	—	—	—
146. Heating equipment (including water-heating devices, valves, and tanks) is checked by a responsible member of the staff at the close of each day to assure that components will perform normally overnight	—	—	—
147. The water supply to water heaters is not shut off overnight or on weekends	—	—	—
148. Waste and refuse are collected daily from classrooms, shops, and laboratories	—	—	—
149. Trash is baled or bundled and removed from buildings daily or is kept in an enclosed fire-resistant room until it is removed	—	—	—
150. Collections of wastepaper and refuse are deposited in metal or other fire-resistant containers	—	—	—
151. If trash is burned on the premises, the local fire department has approved the schedule and method	—	—	—

	YES	PARTLY	NO
152. Tightly covered metal receptacles are used for storage of sweeping compounds, oily rags, mops, and other combustible materials	—	—	—
153. If liquid petroleum gas is used anywhere in the school, the gas cylinders are located, used, and maintained according to established safe practices	—	—	—
154. Effective malodorants are used for the easy and safe detection of gas leaks	—	—	—
155. A large flame-proofed blanket (or other effective device) is readily available in kitchens, laboratories, and shops for use in case a person's clothing ignites	—	—	—
156. Approved safety cans with self-closing covers are used for storing even the smallest amounts of such flammable liquids as kerosene, gasoline, and acetone	—	—	—

Structures

157. Building-exit facilities conform to the minimum standards prescribed by the local or state building exit code	—	—	—
158. Exits provide uninterrupted passage from the building, to the sidewalk, or grounds outside the buildings	—	—	—
159. There are two or more exits from each floor which are well-located and on different sides of each building	—	—	—
160. Exit doors open outward, including classroom, fire escape, and gymnasium doors	—	—	—
161. Each shop, home economics room, science laboratory, and cafeteria has no fewer than two widely separated exits	—	—	—
162. Stairways, halls, and passageways have conspicuous signs on the walls to direct occupants toward building exits	—	—	—

	YES	PARTLY	NO
163. The floor number is clearly indicated at each stairway	—	—	—
164. Window screening on the first floors and at fire escapes can be easily unfastened from the inside to permit emergency escape	—	—	—
165. Windows are constructed in such a way that small children cannot fall out	—	—	—
166. Chalkboards and bulletin boards are low enough for pupils and teachers to reach without standing on chairs or other devices	—	—	—
167. The exterior of each building is free from unsafe projections such as out-swinging windows at the first-floor and basement levels ..	—	—	—
168. If locker units are housed in hallways, they are recessed and fastened firmly to the wall ..	—	—	—
169. Signs indicating maximum occupancy are posted in each room	—	—	—
170. Hallways are free from furniture and other objects	—	—	—
171. Radiators, upright supports, water fountains, and other obstructions are recessed, screened flush with the wall, or padded and properly marked	—	—	—
172. Seating equipment is frequently inspected and kept in good condition	—	—	—
173. Stairways are equipped with handrails	—	—	—
174. Attic and basement rooms, closets, and spaces under stairways are kept clean	—	—	—
175. Classrooms, laboratories, shops, auditorium, cafeteria, stairways, and hallways are well-lighted and ventilated	—	—	—
176. Stairways, hallways, exits, and fire escapes—and approaches to them—are kept free from snow, ice, and obstructions	—	—	—

	YES	PARTLY	NO
177. There is a definite procedure whereby the custodial staff receives immediate reports of broken furniture and damaged equipment ...	—	—	—
178. Precautions are taken to prevent walkway surfaces from becoming slippery	—	—	—
179. Floor surfaces are inspected regularly and frequently for possible hazards due to wear or to defects in the floors and floor coverings	—	—	—
180. Portable electric cords used in the school are of officially approved length and type	—	—	—
181. Electric switchboards, fuse boxes, high-voltage connections, and bare or non-insulated connections are kept under lock and key, by the principal and the custodial staff	—	—	—
182. The air conditioning system:			
a. is inspected at least once each year by a qualified technician	—	—	—
b. has ducts lined with fire-resistant material	—	—	—
c. makes use of officially approved types of filters	—	—	—
d. contains refrigerant of a type which has low flammability and toxicity.....	—	—	—
183. Ceilings and walls are examined periodically for loose plaster and other defects	—	—	—
184. Trees on the school grounds are kept free from low-hanging and otherwise hazardous branches	—	—	—

Special area—physical education

185. When playground, gymnasium, pool, or shower room areas are in use, active supervision is provided by responsible adults who are aware of hazards, precautions, and safeguards that are peculiar to the concerned environment	—	—	—

	YES	PARTLY	NO
186. Persons in charge of playground, gymnasium, pool, or shower room areas periodically inspect equipment and environmental factors using a check-sheet to assure that no item of importance is overlooked	—	—	—
187. There is sufficient space between pieces of playground apparatus to prevent accidental collision of one student with another or with the apparatus	—	—	—
188. Swings and other pieces of playground apparatus are inspected regularly to assure that they are securely anchored and in safe condition for use	—	—	—
189. Playground equipment is designed for maximum safety of users and is approved by a specialist or by a qualified committee	—	—	—
190. When students participate in athletic activity, sufficient space is provided, obstructions are removed, and boundary lines are clearly marked	—	—	—
191. Physical activity areas are adequately fenced or are located well away from streets, driveways, and walkways.....	—	—	—
192. There are separate areas on the playground where various grade levels of students may participate in physical activity without interference from other student groups.....	—	—	—
193. At regular intervals, loose sticks, stones, glass, and other debris are removed from grounds and play areas.....	—	—	—
194. An analysis of special hazards is used as a basis for safety instruction which precedes new physical activities.....	—	—	—
195. Protective devices or materials are used under play apparatus and gymnastic equipment to help break impact in case of a fall.....	—	—	—

	YES	PARTLY	NO
196. If a portion of the playground area is paved, the surface is smooth and skid-resistant.....	—	—	—
197. Gymnasium and playground equipment is inspected frequently to assure that it is in safe condition	—	—	—
198. Gymnasium floors are constructed of wood or other material of acceptable resiliency.....	—	—	—
199. Gymnasium floors are free of splinters and uneven spots, and are treated to provide a non-slip surface	—	—	—
200. Gymnasium windows, light fixtures, clocks, and thermometers are screened or otherwise protected to avoid breakage.....	—	—	—
201. Lifeguards are continuously on duty whenever the swimming pool is in use.....	—	—	—
202. Water in the swimming pool is regularly tested to determine its bacterial content.....	—	—	—
203. Swimming pool water is properly treated to retard the growth of bacteria.....	—	—	—
204. Auxilliary lifesaving devices (buoys, life preservers, poles) are readily available adjacent to the swimming pool.....	—	—	—
205. The swimming pool is properly marked to indicate the various water depths.....	—	—	—
206. Regulations regarding safe behavior in the vicinity of the swimming pool are posted nearby	—	—	—

Special area—auditorium

207. Supervisors of stage activities are thoroughly familiar with the safe practices to be followed in the stage area.....	—	—	—
208. The auditorium exits are of a sufficient number and size so that at full capacity, occupants can be evacuated within two minutes.....	—	—	—

	YES	PARTLY	NO
209. Each auditorium exit is clearly identified by an "EXIT" sign which is lighted when the auditorium is in use	—	—	—
210. Stage equipment is regularly inspected by qualified persons, with special attention to the testing of ropes and counterweights	—	—	—
211. Electrical wiring and apparatus in the stage area are regularly inspected by a licensed electrician	—	—	—
212. Use of fire, lighted candles, fireworks, and firearms are prohibited on the stage	—	—	—
213. Use of costumes made of non-flameproofed crepe paper or gauze-like materials is prohibited	—	—	—
214. Curtains, hangings, and improvised scenery have been treated to make them flame-resistant	—	—	—
215. The stage area (including space beneath the stage) is free of discarded scenery and unnecessary properties and trash	—	—	—

Special area—laboratories and shops

216. Persons in charge of laboratory and shop areas periodically inspect equipment and environmental factors, using a check-sheet to insure that no important safety consideration is overlooked	—	—	—
217. Laboratories and shops are equipped with appropriate emergency devices	—	—	—
218. Students and teachers are required to wear personal protective equipment such as goggles, aprons, and gloves during hazardous operations	—	—	—

	YES	PARTLY	NO
219. Safeguards are provided in laboratories and shops through:			
a. careful housekeeping routines	—	—	—
b. approved installation of machinery and equipment	—	—	—
c. use of appropriate guards such as master switches for electrical equipment, screens to protect operators from chipping hazards, point-of-operation guards on power tools, and painted safety zones around hazardous machines	—	—	—
220. Pupils are permitted to use power tools only when qualified through adequate instruction and only under direct supervision of a teacher	—	—	—
221. Conspicuous notice of regulations, hazards, and precautions is posted in each laboratory or shop area	—	—	—
222. Persons in charge of laboratories and shops regularly report hazardous conditions to the administrative staff	—	—	—
223. When hazardous conditions in special activity areas are reported, every effort is made to eliminate or correct the conditions as soon as they are reported	—	—	—
224. Students do not wear jewelry or loose-fitting clothing that could cause injury while using special equipment	—	—	—
225. School shops are regularly inspected by a representative of the state industrial commission, an insurance carrier, or other qualified agency	—	—	—
226. In case of injury in laboratories and shops, competent first-aid treatment is immediately available	—	—	—

	YES	PARTLY	NO
Special area—food preparation facilities			
227. Student and employee activity in cafeteria and home economics areas is supervised so that the probability of an accident is kept to a minimum	—	—	—
228. Special rules and regulations for students and employees have been developed and are posted in prominent locations	—	—	—
229. Employees and students adhere to safe practices in regard to prevention of fires, cuts from knives and slicers, and burns	—	—	—
230. Portable electrical appliances such as irons carry the Underwirters' Laboratories label ..	—	—	—

SOURCES OF MATERIALS AND SERVICES

Following are some sources of materials and other aids on a wide variety of safety and safety education problems. For each source given, the nature of available materials and services dealing with safety and safety education is indicated.

When writing to any of these sources, be sure to make your request as specific as possible. Most of these organizations which have materials available will gladly send a publications list upon request.

AMERICAN ASSOCIATION OF SCHOOL
ADMINISTRATORS, NEA
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Selected topics pertaining to school administration, including planning for building construction, civil defense, etc.

LOCAL AAA CLUB or
AMERICAN AUTOMOBILE ASSOCIATION
1712 G Street, N.W.
Washington, D. C. 20006

Materials and specialized services relating to several phases of traffic safety and traffic safety education, including school safety patrols, elementary traffic safety education, pedestrian protection, and driver education.

AMERICAN DRIVER AND TRAFFIC SAFETY EDUCATION
ASSOCIATION, NEA
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Materials include professional journal in addition to consultant services in safety education. Graduate scholarship program for driver and safety education personnel.

AMERICAN INSURANCE ASSOCIATION
85 John Street
New York, New York 10038

National Electrical Code (revised periodically). Also codes and handbooks on use and maintenance of first-aid fire-fighting equipment, installation of heating equipment, design of fire alarm systems, and many other related subjects.

AMERICAN NATIONAL RED CROSS
1730 E Street, N.W.
Washington, D. C. 20013

Materials and specialized services relating to first aid and water safety instruction.

AMERICAN SOCIETY OF SAFETY ENGINEERS
5 North Wabash Avenue
Chicago, Illinois 60602

A school system may be able to obtain specialized help in technical matters from safety engineers. Write the Society's office for name and address of nearest chapter representative.

DEPARTMENT OF DEFENSE
OFFICE OF CIVIL DEFENSE
Pentagon, Washington, D. C. 20301

Assistance in civil defense matters is obtainable from local, county, or state civil defense offices.

INJURY CONTROL PROGRAM
National Center for Urban and Industrial Health
Bureau of Disease Prevention and Environmental Control
U. S. Public Health Service
800 North Quincy Street
Arlington, Virginia 22203

Materials and advisory services relating to accident prevention, fire safety, poison control, burn injury control, and comparable topics.

INSTITUTE OF TRAFFIC ENGINEERS
1725 DeSales Street, N.W.
Suite 504
Washington, D. C. 20036

A school system may be able to obtain specialized help in technical matters from traffic engineers. Write the Institute's office for names and addresses of nearby members.

INSURANCE INSTITUTE FOR HIGHWAY SAFETY
1725 DeSales Street, N.W.
Suite 402
Washington, D. C. 20036

Detailed information pertaining to current status of high school driver and traffic safety education courses in each of the 50 states and District of Columbia.

NATIONAL COMMISSION ON SAFETY EDUCATION, NEA
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Bulletins dealing with many different phases of safety education at all grade levels, for school administrators, classroom teachers, and other groups concerned with school programs.

NATIONAL FIRE PROTECTION ASSOCIATION
60 Batterymarch Street
Boston, Massachusetts 02110

Building Exits Code (revised periodically). Also educational leaflets and posters, reference books, standards, codes, technical reports, and other publications on many phases of fire control.

NATIONAL HIGHWAY SAFETY BUREAU
U. S. Department of Transportation
Washington, D. C.

General information pertaining to highway safety.

NATIONAL SAFETY COUNCIL
425 North Michigan Avenue
Chicago, Illinois 60611

Accident Facts (issued annually). Also materials and specialized services concerning home, school, traffic, occupational, and farm safety; and lesson units, posters, and safety education data sheets.

SOCIETY OF FIRE PROTECTION ENGINEERS
60 Batterymarch Street
Boston, Massachusetts 02110

A school system may be able to obtain specialized help in technical matters from fire protection engineers. Write the Society's office for names and addresses of nearby members.

UNDERWRITERS' LABORATORIES, INC.
207 East Ohio Street
Chicago, Illinois 60611

Lists of UL-tested devices, equipments, and materials, including electrical, fire protection, gas, oil, and safety equipment and appliances.

UNITED STATES OF AMERICA STANDARDS INSTITUTE
10 East 40th Street
New York, New York 10016

Safety standards and codes on a wide variety of subjects including building exits, electrical wiring and equipment, protection against lightning, protective occupational clothing, woodworking machinery, drinking fountains, grandstands, and school lighting.

Additional items for our school

	YES	PARTLY	NO
1. _____			
_____	—	—	—
2. _____			
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3. _____			
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4. _____			
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5. _____			
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6. _____			
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_____	—	—	—
7. _____			
_____	—	—	—

	YES	PARTLY	NO
8. _____			
_____			
_____	—	—	—

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