

# SASH

SCHOOL ACTION FOR  
SAFETY AND HEALTH



**Promoting Injury and Illness Prevention Programs for California's School Employees**

The Commission on Health and Safety and Workers' Compensation  
California Department of Industrial Relations

# Acknowledgements

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[www.lohp.org](http://www.lohp.org)

*Southern California training partner*

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# Table of Contents

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## **Fact Sheets for SASH Coordinators**

- A.** Overview of the School Action for Safety and Health (SASH) Program
- B.** Effective Health and Safety Programs: Developing Your Injury and Illness Prevention Program
- C.** Basics of Cal/OSHA
- D.** Key Cal/OSHA Standards That Apply To Schools
- E.** Preparing for Emergencies at School
- F.** Elements of an Effective Workers' Compensation Program
- G.** Underlying Causes of Injury and Illness
- H.** Job Hazards in Schools
- I.** Addressing Ergonomic Hazards
- J.** Investigating Job Hazards
- K.** Prioritizing Health and Safety Problems
- L.** Controlling Hazards
- M.** Making the Case for Safety
- N.** Health and Safety Committees

## **Tools for SASH Coordinators**

- 1.** Investigation of Accidents, Injuries, and Near Misses
- 2.** Inspection Checklist
- 3.** Hazard Correction Tracking Form
- 4.** Employee Training Record

## **Tipsheets for School Employees**

- 1.** Teaching in a Safe Classroom: A Health and Safety Tip Sheet for Teachers and Paraeducators
- 2.** Maintaining Safety: A Health and Safety Tip Sheet for School Maintenance Staff
- 3.** Grounds for a Safe School: A Health and Safety Tip Sheet for School Groundskeepers
- 4.** Serving Up Safety: A Health and Safety Tip Sheet for School Food Service Employees
- 5.** Custodians of Safety: A Health and Safety Tip Sheet for School Custodians
- 6.** Safety at the Center of It All: A Health and Safety Tip Sheet for School Administrative and Office Staff
- 7.** Driving Home Safety: A Health and Safety Tip Sheet for School Bus Drivers

## **IIPP Guide and Template for SASH Coordinators**

Guide to Developing Your School District's Injury and Illness Prevention Program  
SASH IIPP Template

## **Resource List**

## **Course Worksheets**



# OVERVIEW OF THE SCHOOL ACTION FOR SAFETY AND HEALTH (SASH) PROGRAM



## What Does The SASH Program Offer School Districts?

The School Action for Safety and Health (SASH) Program is a state-wide initiative to help school districts reduce the high rate of work-related injuries and illnesses among school employees. The program is coordinated by the California Commission on Health and Safety and Workers' Compensation (CHSWC) and implemented by the Labor Occupational Health Program (LOHP) at UC Berkeley.

SASH uses a three-pronged approach to help improve workplace health and safety in schools throughout California:

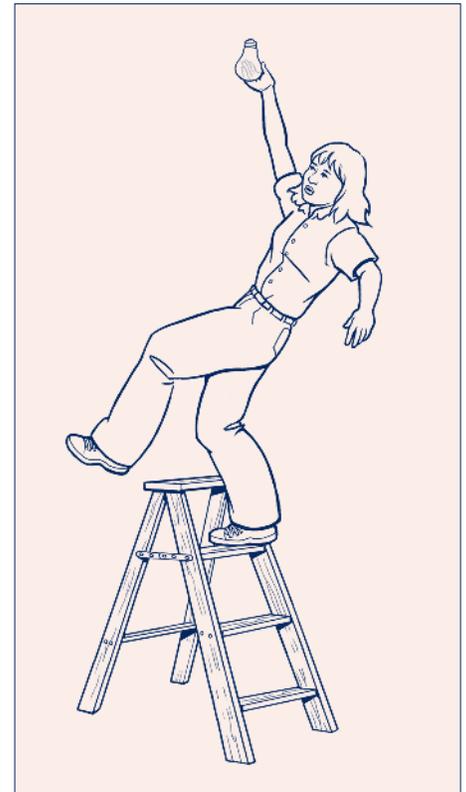
1. A free training program to help build the capacity of district-level employees with health and safety responsibilities to serve as resources to other employees and help develop an injury and illness prevention program to identify, prevent and eliminate hazards. Once they complete the training, trainees are designated as "SASH Coordinator(s)" for their district and receive a certificate from the University of California and the Commission on Health and Safety and Workers' Compensation.
2. Written materials to educate employees about workplace hazards and solutions.
3. Problem-solving assistance provided in an ongoing manner by a statewide resource center located at UC Berkeley's Labor Occupational Health Program.

## The Training Program

SASH offers a free one-day training program for the staff members from each school district that are responsible for employee safety and health. These individuals are typically from human resources/administration and/or the Maintenance and Operations department.

### \* Did you know?

- School employees, as a whole, have a higher rate of work-related injuries and illnesses than the average California worker.



## OVERVIEW OF THE SCHOOL ACTION FOR SAFETY AND HEALTH (SASH) PROGRAM



After going through the day-long training program, participants receive a certificate of completion from the University of California and the Commission on Health and Safety and Workers' Compensation and are designated as "SASH Coordinators" for their school district.

SASH Coordinators learn valuable skills needed for the following possible roles:

- Overseeing the development and implementation of a successful injury and illness prevention program in their district.
- Identifying a full range of potential hazards on the job and uncovering underlying causes of injury and illness.
- Evaluating and participating in efforts to reduce or eliminate common occupational hazards in schools.
- Participating effectively on a health and safety committee.
- Serving as a health and safety resource for co-workers, the unions, district administrators, and others.
- Involving other employees in carrying out prevention activities.

The trainings are provided by University of California trainers and are held in convenient locations so trainees do not have to travel far to attend.

## SASH Materials

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The SASH Program offers free written materials, all tailored to the specific needs of schools and designed to help SASH Coordinators carry out their safety activities and educate school employees.

Materials include:

- An on-line template for use in writing an injury and illness prevention plan, with an accompanying Guidebook.
- Factsheets on hazards commonly found in schools.
- Checklists and other tools to help identify problems, investigate and learn from accidents, and keep track of safety activities.
- Job-specific tip sheets for employees on the hazards and solutions for their particular occupation.
- An online resource guide that provides additional materials on particular school-related hazards, information on related laws and regulations, and a list of relevant agencies and organizations.



## The SASH Resource Center

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The SASH Resource Center is located at UC Berkeley's Labor Occupational Health Program. In collaboration with UCLA's Labor Occupational Safety and Health Program, the Resource Center is available to help school districts find additional information and obtain assistance after the SASH Program trainings. For more information, contact:

### **SASH Statewide Resource Center**

Labor Occupational Health Program (LOHP)  
University of California Berkeley  
2223 Fulton Street, 4th Floor  
Berkeley, CA 94720  
510-643-4335  
510-643-5698 (Fax)  
[www.lohp.org](http://www.lohp.org)

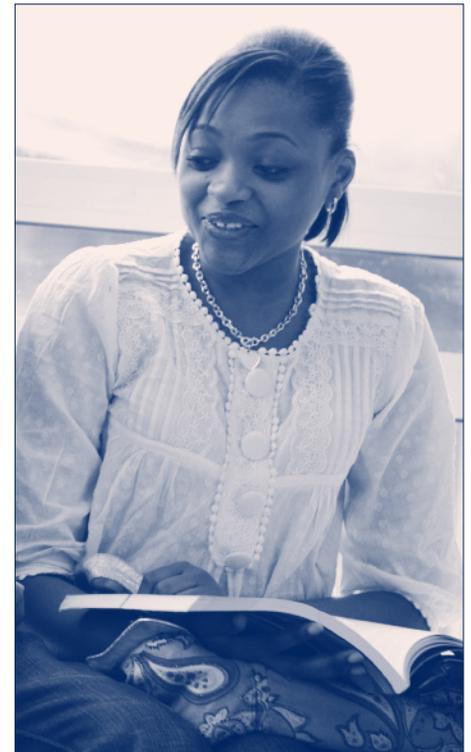
### **Commission on Health and Safety and Workers' Compensation (CHSWC)**

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The following agencies and organizations that assisted in the development of the SASH program activities and materials include: California Association of School Business Officials (CASBO); California Department of Education; California Federation of Teachers (CFT); California School Employees Association (CSEA); California Teachers Association (CTA); Contra Costa County Schools Insurance Group; Keenan & Associates; North Bay Schools Insurance Authority; San Diego County Schools Risk Management JPA; and Schools Insurance Authority.

# EFFECTIVE HEALTH AND SAFETY PROGRAMS: DEVELOPING YOUR INJURY AND ILLNESS PREVENTION PROGRAM



Having an effective health and safety program can help school districts prevent injuries and illnesses among school employees as well as reduce the associated costs for the district. Below are the essential elements of an effective safety program.

## **Assignment of a Responsible Person(s)**

It is important that someone be put in charge of the program. This means that a specific person in the district has been assigned the responsibility and authority for employee safety and employees know who this person is.

## **Investigation of Accidents, Injuries, and Near Misses**

Incidents, accidents, and near misses are investigated for underlying causes. These data are analyzed for hazards and underlying problems.

## **Hazard Identification**

Inspections to identify hazards are conducted on a regular basis and job tasks are analyzed for potential safety and health risks.

## **Hazard Control**

Steps are taken to eliminate or reduce hazards (e.g., engineering controls, policies and procedures, work practices, appropriate personal protective equipment, etc.) in a timely fashion.

## **Employee Involvement in Safety**

There is a system, such as a health and safety committee, tailgate meetings or suggestion boxes, for involving employees in the safety program and for encouraging them to speak up about workplace hazards without fear of reprisal. Employees receive information about the safety program and safety issues related to their jobs (including about any chemicals they use).



## EFFECTIVE HEALTH AND SAFETY PROGRAMS



### Employee Training

Health and safety training is provided to all employees about the hazards in their job and the safety procedures that will protect them. This training is provided in a manner they understand.

### Employee Compliance with Safety

There are procedures for ensuring that all employees comply with the safety rules that have been explained to them.

### Record Keeping/Documentation

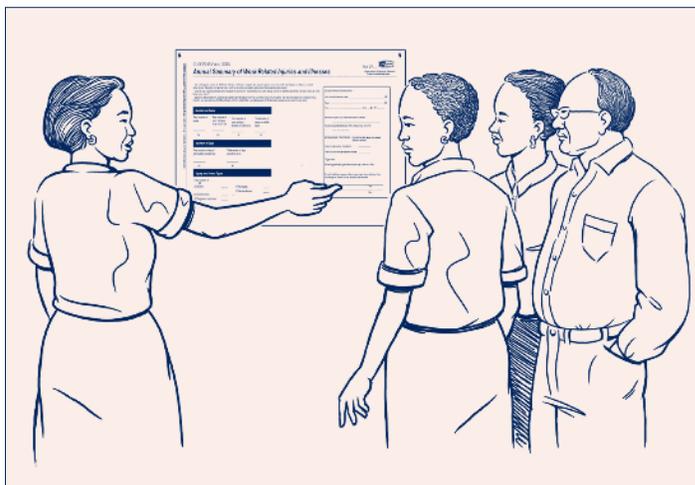
Records are kept to help districts keep track of work-related injuries, workplace hazards, steps taken to address and control hazards, and employee training.

### Complying with Cal/OSHA's IIPP Standard

These are the 8 elements of an effective health and safety program and, with the exception of the recordkeeping element, this is what is required of California school districts under the Injury and Illness Prevention Program (IIPP) standard.

Cal/OSHA's Injury and Illness Prevention Program standard is found in Title 8 of the California Code of Regulations, sections 1509 and 3202. It requires every California employer to establish, implement, and maintain an effective injury and illness prevention program to promote health and safety in the workplace.

A written IIPP must be made available to all workers. Although school districts are exempt from most documentation requirements, it is recommended that records be kept to document scheduled inspections, actions taken to correct problems, and types, dates, and providers of training.



Adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).

# BASICS OF CAL/OSHA



Cal/OSHA is the California state program that is responsible for protecting the health and safety of workers.

Cal/OSHA, housed in the Department of Industrial Relations, has several parts:

- The **Division of Occupational Safety and Health (DOSH)** is the agency that enforces regulations and provides consultation services.
  - The **Cal/OSHA Enforcement Unit** enforces occupational safety and health standards by responding to complaints and reports of accidents, and by conducting scheduled (programmed) inspections of certain workplaces. In some cases, it issues citations and fines.
  - The **Cal/OSHA Consultation Service** provides free technical assistance on health and safety problems to employers and employees to help employers comply with Cal/OSHA standards. The Consultation Service is separate from the Enforcement Unit and consultants do not participate in Cal/OSHA enforcement activities.
- The California **Occupational Safety and Health Standards Board** establishes health and safety standards that protect workers from injury and illness on the job.
- The California **Occupational Safety and Health Appeals Board** hears appeals from employers who receive a citation from an inspector in the Enforcement Unit.

Almost all workers in California are protected by Cal/OSHA regulations (called “standards”). This includes public employees and immigrant workers who are not legally authorized to work in California. However, some workers are not covered:

- People who are self-employed.
- Family members of farm owners who work on the family farm.
- These workers are covered by their own agencies which have to follow federal OSHA requirements.

Cal/OSHA protects California workers by making sure that employers comply with occupational safety and health regulations, and keep the workplace safe.

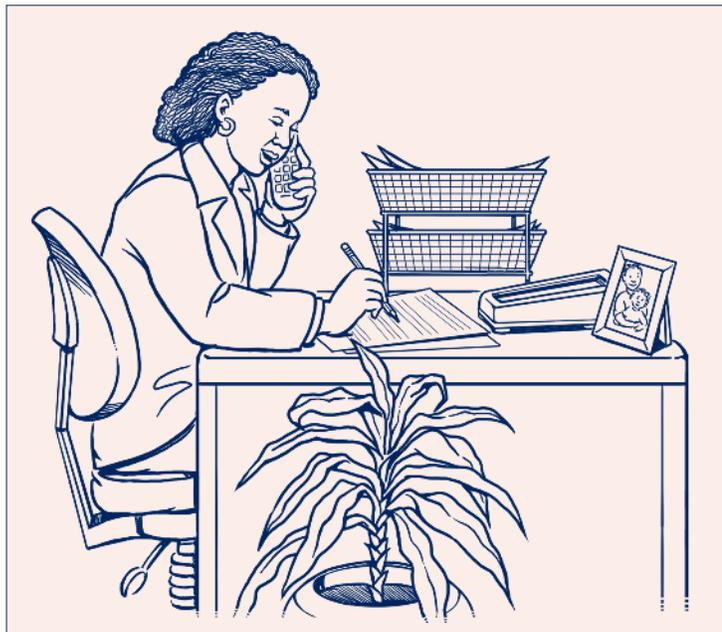
## What Are Employer Responsibilities Under Cal/OSHA?

Employers must:

- Provide their employees with work and workplaces that are safe and healthy.
- Correct any hazardous conditions that they know may result in serious injury to their employees. Failure to do so could result in criminal charges, monetary penalties, and even jail time.
- Comply with all applicable Cal/OSHA standards, including any training requirements. For example, provide information and training on any chemicals used or stored at the workplace in a language and manner that are understandable to employees.
- Notify the nearest Cal/OSHA office of any serious injury or fatality that occurs on the job, or any serious illness caused by the job. Any in-patient hospitalization of 3 or more employees as a result of a work-related incident must also be reported right away.
- Display Cal/OSHA's *Safety and Health Protection on the Job* poster so that workers are aware of basic rights and responsibilities. This poster is also available in Spanish. Workers also have rights and responsibilities under Cal/OSHA.

## What Are Employee Responsibilities?

- Follow all safety rules and instructions.
- Use safety equipment and protective clothing when needed.
- Look out for the health and safety of co-workers.
- Keep work areas clean and neat.
- Know what to do in an emergency.
- Report any health and safety hazards to the employer.





## How Does Cal/OSHA Help Employers?

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The Cal/OSHA Consultation Service provides technical assistance to employers on health and safety problems. Consulting services include free on-site visits, assistance in complying with Cal/OSHA standards, educational seminars, and publications. Although primarily a service for employers, the Consultation Service is also available to workers.

The Consultation Service can give employers information on how to improve workplace injury and illness prevention programs and how to participate in Cal/OSHA's Voluntary Protection Program (VPP). The VPP is a certification program that recognizes employers whose occupational safety and health efforts are especially effective and meet certain guidelines.

The Consultation Service is separate from the Cal/OSHA Enforcement Unit, and consultants are not involved with enforcement activities such as inspections, citations, and fines.

All communications between the employer and the Consultation Service are confidential and are not shared with enforcement staff. In exchange for this free consultation, however, employers must agree to correct in a timely manner any serious hazards that are identified.

To get help from Cal/OSHA's Consultation Service, go to [www.dir.ca.gov/dosh/consultation.html](http://www.dir.ca.gov/dosh/consultation.html) or call 1-800-963-9424. Contact information for Cal/OSHA Consultation's area offices can be found at the end of this factsheet.

Cal/OSHA publications provide information about Cal/OSHA programs, standards, and general health and safety topics. You can obtain copies of Cal/OSHA publications by going to: [www.dir.ca.gov/dosh/PubOrder.asp](http://www.dir.ca.gov/dosh/PubOrder.asp).

## What Are Cal/OSHA Standards?

Standards (technically called “regulations”) describe what employers must do to protect workers from various workplace hazards. Some standards are general and apply to nearly all workplaces, such as the Hazard Communication standard. Other standards are about specific hazards found only in some workplaces, such as the Lead, Asbestos, and Fall Protection standards. Specific standards set out detailed rules that must be followed or minimum levels of protection that must be achieved for a particular hazard.

Cal/OSHA’s specific standards cover a wide variety of workplace safety issues, including:

- Tripping and falling hazards
- Toxic substances
- Harmful physical agents
- Ergonomics
- Hazardous equipment
- Electrical hazards
- Hazardous waste
- Infectious diseases
- Fire and explosion hazards
- Machine hazards
- Confined spaces
- Use of respirators
- Specific operations

## Finding Cal/OSHA Standards

You can find out about standards that may apply to your workplace by visiting the Cal/OSHA website at [www.dir.ca.gov](http://www.dir.ca.gov). To find standards on the Cal/OSHA website (in English):

1. Go to [www.dir.ca.gov](http://www.dir.ca.gov)
2. Click on the link that says “Laws and Regulations.”
3. Click on “Regulations - CCR Title 8.”
4. Then click on “Cal/OSHA.”
5. Scroll down until you see the “Table of Contents.”



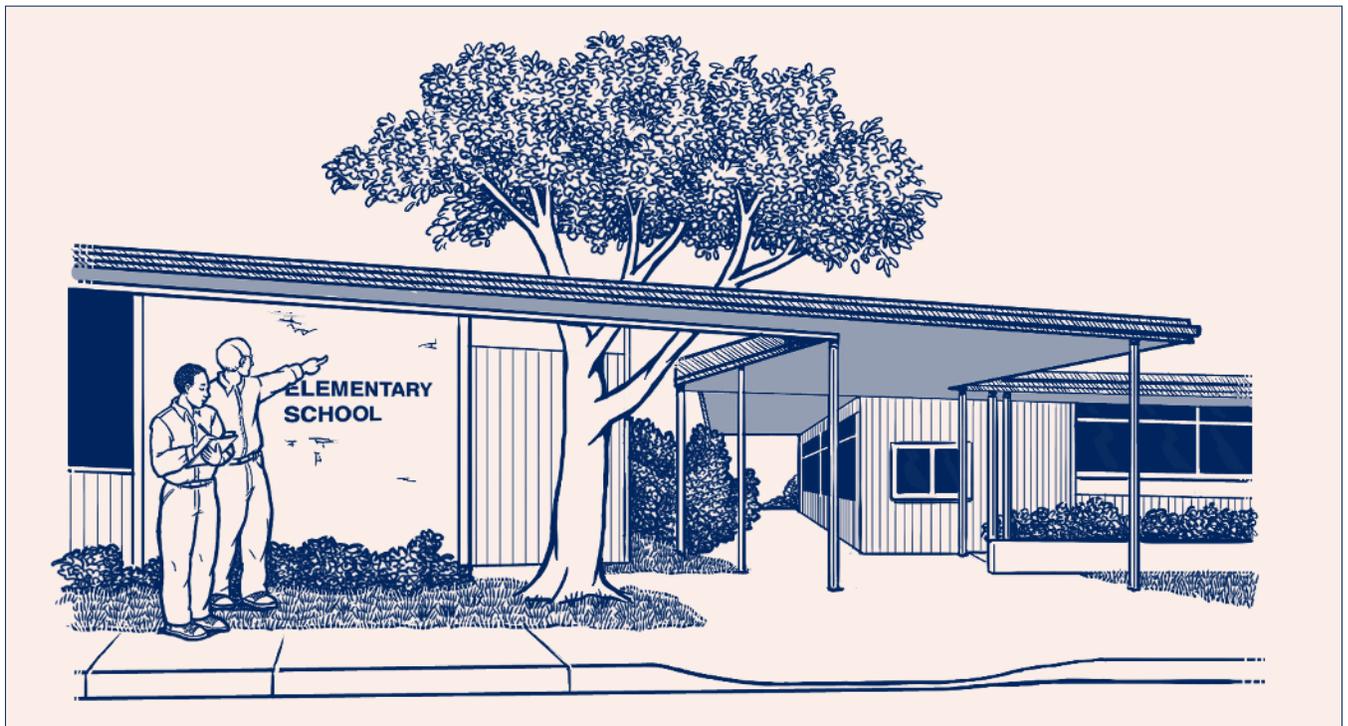


6. Look for the topic you are interested in by finding the relevant chapter, then clicking on the appropriate subchapter and/or appropriate article or group.
7. At the top of the “Table of Contents” page, you may also use the “query” box to search for a specific hazard or topic. You can also type a standard number if you already know it. The full text of all Cal/OSHA standards is online.

## How Are Cal/OSHA Standards Enforced?

Cal/OSHA enforces job safety and health standards by conducting inspections and, in some cases, issuing citations and fines. Cal/OSHA inspects workplaces when it receives a report of a death or serious injury, or when there is a complaint by an employee or employee representative.

Cal/OSHA may also inspect workplaces that are on its list of “high hazard” industries. In this case, Cal/OSHA randomly selects a workplace for inspection. Cal/OSHA may also inspect an employer because it has been identified as having a higher injury rate than other employers in its industry.





## How Are Cal/OSHA Complaints Handled?

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A complaint about a workplace hazard can be filed with Cal/OSHA by phone, fax, mail, or online. A “formal” complaint is one where the employee or employee representative gives Cal/OSHA his/her name. If the person gives a name, Cal/OSHA is required to keep it confidential.

If a worker wants to remain anonymous and does not give a name, the complaint is considered a “non-formal” complaint. Complaints from the public, including former employees of a company, are also considered non-formal.

Each complaint is classified by the Cal/OSHA Enforcement district office to determine what inspection priority the complaint should be given. Complaints about an “imminent” hazard that puts a worker in immediate danger of being killed or seriously injured are given immediate priority for investigation. Work-related deaths are also investigated immediately. Cal/OSHA gives non-formal complaints lower priority.

## What Happens During a Cal/OSHA Inspection?

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Cal/OSHA inspectors first request permission from an employer to conduct an inspection. If permission is refused, Cal/OSHA can obtain an inspection warrant. Cal/OSHA inspectors will request that a worker representative be contacted and invited to accompany the employer and inspector on the inspection. If a worker representative is not available, the inspector must interview workers in private during the inspection. The inspection process begins with an opening conference between the Cal/OSHA inspector and the employer to gather preliminary information, discuss the reason for the inspection, describe what areas it will cover, explain the procedure, and obtain the employer’s consent to the inspection. The Cal/OSHA inspector then conducts a “walkaround” inspection. This may include looking at written records and/or conducting air monitoring. After the inspection is complete, the Cal/OSHA inspector holds a closing conference with the employer to discuss any alleged violations that were found and any requirements for correcting the hazardous conditions. The inspector will also explain any citations or fines that will be proposed.



## What Happens After a Cal/OSHA Inspection?

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After an inspection, if Cal/OSHA believes that an employer has violated any standards or regulations, the agency issues a citation. Citations describe the alleged violations, list any proposed penalties (fines), and give a deadline for correcting the hazards.

There are several categories of violations: serious, willful, repeat, failure to abate, or other-than-serious. Penalties are based on the category as well as the severity and extent of the violation. For a “serious” violation, the penalty can be up to \$25,000. Penalties can be adjusted based on the size, good faith, and history of the employer. Cal/OSHA has specific criteria it uses to evaluate an employer’s good faith.

The citation must be posted by the employer at or near each place where a serious violation occurred. For other violations, the citation must be posted in a place readily seen by all employees. It must be posted for a period of three working days or until the problem is corrected, whichever is longer.

## Can Employers Appeal Cal/OSHA Citations?

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Yes. Employers who receive a citation may appeal to the Occupational Safety and Health Appeals Board to try to change the violations cited, the penalties proposed, the deadline for correcting hazards, or the solutions required. The appeal must be made in writing within 15 working days of receiving the citation.

Unions and/or affected workers can apply to have “party status” during the employer’s appeal. They can speak at hearings and file written comments. Also, unions and/or affected workers can file their own appeals on certain issues, such as the deadline for correcting the hazards and the particular solutions Cal/OSHA has required for abatement.



## Cal/OSHA Consultation - Area Offices

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**Cal/OSHA Consultation Toll-Free Number**  
**1-800-963-9424**

<p><b>Northern California</b>            2424 Arden Way            Suite 410            Sacramento, CA 95825            916-263-0704</p>	<p><b>San Francisco Bay Area</b>            1515 Clay Street            Suite 1103            Oakland, CA 94612            510-622-2891</p>	<p><b>Central Valley</b>            1901 North Gateway Blvd.            Suite 102            Fresno, CA 93727            559-454-1295</p>
<p><b>San Fernando Valley</b>            6150 Van Nuys Blvd.            Suite 307            Van Nuys, CA 91401            818-901-5754</p>	<p><b>Los Angeles</b>            10350 Heritage Park Drive            Suite 201            Santa Fe Springs, CA 90670            562-944-9366</p>	<p><b>San Bernardino, Orange</b>            464 W. 4th Street            Suite 339            San Bernardino, CA 92401            909-383-4567</p>
	<p><b>San Diego</b>            7575 Metropolitan Drive            Suite 204            San Diego, CA 92108            619-767-2060</p>	



## Cal/OSHA District Offices

<p><b>Concord</b> 1450 Enea Circle Suite 525 Concord, 94520  925-602-6517 Fax 925-676-0227</p>	<p><b>Modesto</b> 1209 Woodrow Suite C-4 Modesto, 95350  209-576-6260 Fax 209-576-6191</p>	<p><b>San Bernardino</b> 464 West 4th Street Suite 332 San Bernardino, 92401  909-383-4321 Fax 909-383-6789</p>	<p><b>Torrance</b> 680 Knox Street Suite 100 Torrance, 90502  310-516-3734 Fax 310-516-4253</p>
<p><b>Foster City</b> 1065 E. Hillsdale Blvd. Suite 110 Foster City, 94404  650-573-3812 Fax 650-573-3817</p>	<p><b>Monrovia</b> 750 Royal Oaks Drive Suite 104 Monrovia, 91016  626-256-7913 Fax 626-359-4291</p>	<p><b>San Diego</b> 7575 Metropolitan Dr. Suite 207 San Diego, 92108  619-767-2280 Fax 619-767-2299</p>	<p><b>Van Nuys</b> 6150 Van Nuys Blvd. Suite 405 Van Nuys, 91401  818-901-5403 Fax 818-901-5578</p>
<p><b>Fremont</b> 39141 Civic Center Dr. Suite 310 Fremont, 94538-5818  510-794-2521 Fax 510-794-3889</p>	<p><b>Oakland</b> 1515 Clay Street Suite 1301 Oakland, 94612  510-622-2916 Fax 510-622-2908</p>	<p><b>San Francisco</b> 121 Spear Street Suite 430 San Francisco, 94105  415-972-8670 Fax 415-972-8686</p>	<p><b>Ventura</b> 1000 Hill Road Suite 110 Ventura, 93003  805-654-4581 Fax 805-654-4852</p>
<p><b>Fresno</b> 2550 Mariposa Street Suite 4000 Fresno, 93721  559-445-5302 Fax 559-445-5786</p>	<p><b>Redding</b> 381 Hemsted Drive Redding, 96002  530-224-4743 Fax 530-224-4747</p>	<p><b>Santa Ana</b> 2000 E. McFadden Av. Suite 122 Santa Ana, 92705  714-558-4451 Fax 714-558-2035</p>	<p><b>West Covina</b> 1906 W. Garvey Av. S. Suite 200 West Covina, 91790  626-472-0046 Fax 626-472-7708</p>
<p><b>Los Angeles</b> 320 W. 4th St. Suite 850 Los Angeles, 90013  213-576-7451 Fax 213-576-7461</p>	<p><b>Sacramento</b> 2424 Arden Way Suite 165 Sacramento, 95825  916-263-2800 Fax 916-263-2798</p>	<p><b>Santa Rosa</b> 1221 Farmers Lane Suite 300 Santa Rosa, 95405  707-576-2388 Fax 707-576-2598</p>	

This factsheet was adapted in part from the Division of Occupational Safety and Health’s “User’s Guide to Cal/OSHA” and “Peterson and Cohen’s Cal/OSHA Sourcebook 2004”. Some material is from “Know Your Rights Under OSHA” by the National Committees for Occupational Safety and Health Network. The content and language were reviewed by Cal/OSHA staff.

# KEY CAL/OSHA STANDARDS THAT APPLY TO SCHOOLS



Below are some key Cal/OSHA standards that apply to schools:

## **A. INJURY AND ILLNESS PREVENTION PROGRAM STANDARD (Title 8 California Code of Regulations (CCR) § 3203 and § 1509)**

This standard requires every California employer to have a written, effective Injury and Illness Prevention Program (IIPP) to promote health and safety in the workplace.

Every covered workplace must have the following measures in place to meet these requirements:

- Someone who is responsible for the program.
- A system for making sure workers comply with safety rules and procedures.
- A system to communicate with workers on health and safety matters, which must include a way for workers to report unsafe conditions without fear of reprisal.
- A system to identify unsafe or unhealthful conditions. This must include regular inspections of the worksite. Supervisors must be informed of any problems found.
- A system to investigate any job-related injuries and illnesses that occur.
- A system to correct hazards in a timely manner.
- Training for workers about the specific hazards on their jobs before they start work and every time a new hazard is introduced. Training must be in a form readily understandable by all workers.
- A written document describing the IIPP. Workplaces with fewer than 10 employees are exempt from some documentation requirements.

## **B. HAZARD COMMUNICATION STANDARD (Title 8 California Code of Regulations (CCR) § 5194)**

This Cal/OSHA standard gives employees the right to information about the chemicals and other hazardous substances they may be exposed to at work.

The Hazard Communication Standard requires employers to do the following things:

## KEY CAL/OSHA STANDARDS THAT APPLY TO SCHOOLS

- Make an inventory of all the chemicals used or stored at the workplace.
- Make sure chemical products on site are labeled.
- Obtain and make available to employees copies of Material Safety Data Sheets (MSDSs) on the chemical products used or stored at the workplace. MSDSs describe health effects, hazard information, appropriate protections and what to do in an emergency.
- Provide training to employees about these chemicals in a language and manner they can understand.

Employers are also required to describe in writing the elements of the workplace's hazard communication program and how the workplace will comply with this Cal/OSHA standard. This written program must be available at the worksite and communicated to all affected workers.



### C. RECORDING AND REPORTING OF OCCUPATIONAL INJURIES AND ILLNESSES CAL/OSHA FORM 300 (Title 8 California Code of Regulations (CCR) § 14300.2)

Schools are partially exempt from keeping Cal/OSHA injury and illness records. Schools do not have to use Cal/OSHA Form 300. Schools, however, must report to Cal/OSHA any workplace incident that results in a serious injury or illness, or death. Also, schools may be asked to participate in an annual OSHA survey or to provide data to the Bureau of Labor Statistics.

### D. THE LEAD IN CONSTRUCTION STANDARD (Title 8 California Code of Regulations (CCR) § 1532.1) and EPA Regulations on lead in schools

Lead-based paint was banned from all California schools built or renovated on or after January 1, 1993, by the Lead-Safe Schools Protection Act. Buildings built before January 1, 1993 (unless tested and shown otherwise) should be assumed to have lead-based paint and handled in a lead-safe manner, as required by Cal/OSHA's Lead in Construction Standard. The older the building, the more likely it is to contain paint with high levels of lead. Until the mid-1950s, paint contained as much as 50% lead.



## KEY CAL/OSHA STANDARDS THAT APPLY TO SCHOOLS



### **E. BLOODBORNE PATHOGENS STANDARD (Title 8 California Code of Regulations (CCR) § 5193)**

Bloodborne pathogens are organisms that can cause disease. They are primarily viruses and are called “bloodborne” because they are carried in blood and other body fluids. The Cal/OSHA Bloodborne Pathogens standard requires employers to make available the Hepatitis B vaccine to all employees who have “occupational exposure” to bloodborne pathogens. Occupational exposure is defined as any “reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or potentially infectious materials that may result from the performance of an employee’s duties.” Examples of school job classifications in which employees may experience occupational exposure include nurses and health aides, playground supervisors, school bus drivers, teachers, paraeducators and custodians. These employees are potentially occupationally exposed because they may provide first aid or, in the case of custodial staff, may clean up spills or equipment that is contaminated.

School staff who are potentially occupationally exposed to bloodborne pathogens must be provided with training so they learn how to avoid getting exposed, be given personal protective equipment such as gloves or masks, and offered a Hepatitis B vaccine. Those having contact with blood or other bodily fluids should wear disposable gloves, wash their hands with soap and water, and disinfect any equipment or work areas that are affected.

### **F. AEROSOL TRANSMISSIBLE DISEASES (Title 8 CCR § 5199)**

Schools that have health care or public health operations (such as a school nurse) should determine whether employees in those operations come under California’s Aerosol Transmissible Diseases (ATD) Standard. ATDs are diseases or pathogens for which droplet or airborne precautions are required. Examples of ATDs include Severe Acute Respiratory Syndrome (SARS), influenza, tuberculosis, and pertussis. School districts should evaluate whether the nurse has “occupational exposure” due to activities such as providing nursing services (including initial assessment) to people who may be sick or who are at increased risk of having an ATD. However, if a nurse’s job only consists of administrative duties, such as reviewing student medical records, that nurse may not have occupational exposure and therefore is not covered by the standard. This exposure assessment should be documented by the school district. For nurses with occupational exposure, school districts need to develop written infection control procedures, designate a responsible person, and set out a plan that includes, among other things, medical services, training, record keeping, and, if applicable, respirator use.



### **G. ACCESS TO EMPLOYEE EXPOSURE AND MEDICAL RECORDS STANDARD (Title 8 CCR §3204 and §340.1)**

The Cal/OSHA standard, Title 8 CCR §3204, gives employees the right to see and copy certain records kept by their employer. These records include:

- Records of any workplace exposure monitoring that has been done (for example, personal air sampling results).
- Employees' own medical records if the employer has them.

This standard does not require the employer to do any air sampling or medical tests (although other Cal/OSHA standards, such as the Lead in Construction standard, do). It does require employers to give workers access to these records if they exist.

Employers must keep exposure and medical records for 30 years after the worker leaves the job. The records of people who worked for the employer less than one year do not need to be kept after they leave.

A related Cal/OSHA standard, Title 8 CCR §340.1, requires that the employer notify workers and their representatives in advance of planned testing for workplace exposure if that testing is required by Cal/OSHA standards. The employer must provide them with the opportunity to observe the testing when it is done. The results must be provided to workers within five working days after the employer gets the results back from the lab.

### **H. THE RIGHT TO REFUSE HAZARDOUS WORK (California Labor Code § 6311)**

Ideally, a workplace will have a safety system to make sure that workers are never called on to perform an unsafe act. But, if workers are ever asked to do job tasks that they believe might lead to death or serious injury, they can and should refuse to do that work. However, Cal/OSHA only protects them against punishment if certain conditions are met:

- Doing the work could expose them to a “real and apparent” hazard that could result in injury or death.
- They first ask their employer or supervisor to eliminate the hazard.
- There is not enough time to correct the problem through normal Cal/OSHA enforcement procedures.
- They inform the employer that they are willing to perform other work until the hazard is eliminated.

If all of these conditions are met and workers are punished for refusing to do work they believe is especially dangerous, they can file a complaint with the Labor Commissioner (Division of Labor Standards Enforcement).

## KEY CAL/OSHA STANDARDS THAT APPLY TO SCHOOLS

### I. THE RIGHT NOT TO BE PUNISHED FOR EXERCISING THE RIGHT TO A SAFE WORKPLACE (California Labor Code § 6310)

Employers may not punish workers in any way - including firing, demoting, discriminating or any other form of retaliation - for exercising their right to a safe workplace. Examples of protected activities include complaining to Cal/OSHA, seeking a Cal/OSHA inspection, participating in a Cal/OSHA inspection, and participating or testifying in any proceeding related to a Cal/OSHA inspection.

If a worker is disciplined, transferred, fired, laid off, demoted, or in any other way retaliated against for speaking up about health and safety, he or she can file a complaint within 6 months of the adverse action with the State Labor Commissioner's office (Division of Labor Standards Enforcement). A person filing a complaint of discrimination or retaliation will be required to show that he or she engaged in a protected activity, the employer knew about that activity, the employer punished him or her, and the activity contributed to the adverse action.



Additional training requirements can be found at:

[http://www.dir.ca.gov/dosh/dosh\\_publications/TrainingReq.htm](http://www.dir.ca.gov/dosh/dosh_publications/TrainingReq.htm)

Adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).

# PREPARING FOR EMERGENCIES AT SCHOOL



*At 4:31 a.m. on January 17, 1994 a 6.8 magnitude earthquake struck a densely populated area in Southern California, resulting in 61 deaths.<sup>i</sup> Imagine if the Northridge earthquake struck during school hours, thousands of children would have been injured or killed by falling debris, desks or lighting. LA public schools withstood the earthquake well, in large part due to a stringent school construction code. However, schools cannot rely on their building's structure to protect staff and students. They must plan ahead for emergencies, as it could be the difference between calm and chaos and between life and death.*

## What Is An Emergency?

An **emergency** is a sudden unforeseen crisis, usually involving danger, which calls for immediate action. It is a situation that can directly or indirectly affect a single student or employee; an entire school; or impact a whole community. Emergencies can happen before, during or after school and on or off campus. It can be a range of events and hazards caused by both nature and people.

Schools in California are at risk for many different types of emergencies including:

- **Natural disasters** (earthquakes, floods)
- **Extreme weather** (storms, heat)
- **Fires** (building fires, wildfires)
- **Chemical or hazardous material spills or releases** (liquid mercury)
- **Major transportation accidents** (bus, car, motorcycle, bike or skate board crashes)
- **Incidents of violence** (school fights, shootings)
- **Bomb threats**
- **Medical emergencies**
- **Student or staff deaths** (suicide, homicide, unintentional or natural)
- **Acts of terror**
- **Outbreaks of disease or infections** (H1N1 virus)

i Preparing for the “Big One” – Saving Lives Through Earthquake Mitigation in Los Angeles, CA:  
<http://www.huduser.org/publications/destech/bigone/summary.html>



Your school and district may be at risk for some of the emergency situations listed above. Focus on these possibilities when developing or reviewing your **School Emergency Plan**. Other schools' emergency plans can serve as useful models, but what is effective for one school may be ineffective for another (e.g., a large inner-city school vs. a school in a rural area). It is crucial that your plan meets the unique needs of your students, staff and local residents.

## What Should School Emergency Plans Include?

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Start by forming an emergency committee and identify who should be involved in developing your plan. Involve different staff representatives, students and parents. Effective planning begins with leadership, management support and open communication. Your plan needs to address state and local school safety laws and must comply with governmental agency regulations. The California Education Code requires public and private schools, K-12, to develop emergency plans and to conduct “drop, cover and hold” drills. Cal/OSHA requires all employers with ten or more employees to have an Emergency Action Plan in writing.<sup>ii</sup>

School Emergency Plans must include:

- **Evacuation, return and lock down procedures.** Designate which buildings will serve as emergency shelters, what staff should do during serious weather conditions and a plan of action for students or staff with disabilities or special needs. Determine the evacuation routes and outside meeting areas for emergencies that require leaving buildings. Exits and evacuation routes should be checked periodically to be sure they are not blocked.
- **Roles and responsibilities of school staff.** All staff must know the names or job titles of staff assigned to the following: incident commander in charge during emergencies, liaison to emergency responders, student caregivers, security officers, medical staff, spokesperson and public information officer.
- **Emergency drills and trainings for staff, students and emergency responders.** Conduct drills using the alarm system and “all clear” announcements. Staff should be trained on their emergency responsibilities, how to report emergencies, where to meet during emergencies, how to use emergency equipment, and how to manage students during emergencies, especially those experiencing panic reactions. Training must be provided when the Emergency Action Plan is first developed, whenever staff emergency responsibilities change, and every time the plan is altered due to issues that need to be addressed. Cal/OSHA's Emergency Action Plan standard: <http://www.dir.ca.gov/title8/3220.html>.

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ii Cal/OSHA's Emergency Action Plan standard: <http://www.dir.ca.gov/title8/3220.html>



- **Methods for communicating with staff, students and families.** Develop a mechanism to notify students and staff that an incident is occurring and instruct them on what to do. If students are evacuated from the school building, consider if staff will use cell phones, radios, intercoms or runners to get information to supervising staff. Decide how to communicate with parents/guardians to reunite them with their children.
- **Emergency equipment and supplies.** Appropriate equipment such as building sprinkler systems and fire extinguishers should be installed and tested on a regular basis. There should be enough phones or radios for communication, supplies, or first-aid-kits and master keys for emergency responders to have complete access to your school buildings.
- **Maps and facilities information.** Create site maps that include information about classrooms, hallways and stairwells, the location of utility shut-offs, and staging sites for medical personnel to treat the injured and for families to be reunited with their children.
- **Accountability and student release procedures.** Develop procedures to account for all students, staff and visitors. A method should be in place for tracking student release and ensuring that students are only released to authorized individuals.
- **Assessment of the school environment and emergency equipment.** Ensure that your school does not contribute to an emergency (e.g., fire extinguishers do not function and a fire spreads unnecessarily). Schools must make reasonable efforts to identify, prevent, intervene or remediate situations where there is foreseeable danger. Routine assessments of hazards are critical and may protect staff from lawsuits.

Take the time to develop a complete, comprehensive plan and review it at least once a year. Partner with emergency responders such as fire fighters and work with organizations such as the American Red Cross. There must also be a process in place for evaluating the effectiveness of a response after an incident occurs. For more information on developing School Emergency Plans, visit: <http://www.ed.gov/admins/lead/safety/emergencyplan/index.html>.



## Tips on Specific Types of Emergencies

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Below are tips on three different types of emergencies that California schools are at risk for.

### School Violence

Workplace violence is defined as any physical assault, threatening behavior or verbal abuse that occurs in the work setting. The percentage of public schools in the U.S. that reported violent incidents of crime on campuses for the 2007-08 school year was 75.5% or 27.9 incidents per 1,000 students.<sup>iii</sup> Recent data demonstrate that teachers experience 39 crimes per 1,000 teachers (25 thefts and 14 violent crimes).<sup>iv</sup> True rates may be much higher since most incidents go unreported.

The events of Columbine High School left the entire nation feeling vulnerable. Schools cannot always control school shootings, fights or bomb threats. However, they can take actions to reduce the likelihood of such events. Prevention efforts need to address all levels of school violence: individual, relationships (e.g., relationships with family and staff), community and society. The following are some school practices to help protect against school violence:

- Implement violence prevention programs such as anti-bullying, social problem-solving and life skills programs.
- Immediately address rule violations and reward adherence to them.
- Communicate clear and positive expectations for behavior.
- Stress high academic expectations for all students.
- Encourage meaningful involvement of parents and the community.

Visit: <http://www.cdc.gov/ViolencePrevention/youthviolence/schoolviolence/index.html>

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iii Crime, Violence, Discipline and Safety in U.S. Public Schools 2007-08: <http://nces.ed.gov/pubs2009/2009326.pdf>

iv Violence Against Teachers and School Staff: [http://www.cdc.gov/NIOSH/blog/nsb041408\\_teacher.html](http://www.cdc.gov/NIOSH/blog/nsb041408_teacher.html)



## Earthquakes

Earthquakes are a particular concern for schools with their large concentrations of children in confined spaces. During an earthquake if you are:

**Indoors:** Drop, Cover and Hold: Drop to the floor, take cover under a sturdy desk or table and hold on to it tightly. Be prepared to move with it until the shaking stops. If you are not near a desk or table, drop to the floor against the interior wall and protect your head and neck with your arms. Avoid windows, mirrors, hanging objects, hazardous chemicals, and cabinets with doors that swing open and contain loose or heavy items. If inside, stay inside until the shaking stops!

**Outdoors:** Move to an open space away from power lines, trees, signs, buildings, vehicles and other hazards. Lie down or crouch because your legs will be unsteady. Look around to be aware of dangers that may require movement.

**Remember:** Indoors or outdoors, take action at the first indication of an earthquake. Do not panic, run for building exits or use an elevator. Tell others around you to take cover. Stay under cover until shaking stops. If indoors, evacuation should occur as soon as possible after an earthquake due to the possibility of aftershocks, building collapse, fires or explosions.

## Fires

Building damage, injuries or deaths due to fires can be avoided or reduced if:

- Aisles and hallways are kept clear at all times.
- Excessive paper or other combustibles in classrooms or offices are properly stored.
- School employees know the locations of fire extinguishers and understand how to use them.

Should your school encounter a fire or find significant smoke in an enclosed area, do the following:

- Report the fire/smoke to emergency personnel; pull the nearest fire alarm and call 911.
- Evacuate area immediately via the nearest exit and close doors behind you.
- Proceed to your designated outside meeting area for emergencies.

# ELEMENTS OF AN EFFECTIVE WORKERS' COMPENSATION PROGRAM



Every workplace should have a workers' compensation program. Effective programs help employers to:

- Provide safe and healthy work for employees
- Ensure that hazards are identified and eliminated to the greatest extent possible
- Provide initial and ongoing communication to employees about their rights and responsibilities
- Promote early return to work of injured employees when appropriate.

An effective program includes the following elements:

## Give Workers Adequate Information

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- All required state notices are posted in a noticeable location, including general information about workers' compensation and information on where to get medical care.
- All employees receive training and written information about basic workers' compensation benefits and procedures.
- It is clear to employees how they should report an injury, and whom they should contact for information and assistance regarding workers' compensation.
- Forms for predesignation of doctors are provided to all employees, where applicable.

## Encourage Prompt Reporting

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- A system is in place that encourages employees to report injuries promptly without fear of reprisal.
- Incentive or bonus programs that discourage reporting are eliminated, or they are redesigned to reward early reporting and participation in efforts to identify and control workplace hazards.
- Claim forms are readily available when needed.
- Management is trained on how to provide and process claim forms promptly.



## Make the Link to Prevention

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- Injuries, illnesses, and “near misses” are investigated to identify and correct job hazards that contributed to the problem.
- Patterns in workers’ compensation claims are analyzed to help target prevention efforts.
- The workplace is surveyed periodically to identify hazards and action is taken to eliminate them.
- Employees are trained about potential workplace hazards, how to prevent injury, and how to participate in overall workplace prevention activities.

## Support Injured Workers

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- Injured employees receive prompt and effective medical treatment, including first aid, when needed.
- The employer chooses or recommends treating doctors who are knowledgeable about work-related injuries and illnesses and who are respectful of employees.
- Managers and supervisors maintain contact with injured employees while they are recovering, and keep them informed about the progress of their claims.
- Injured employees are treated respectfully.

## Promote Effective Return to Work

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- The employer has a written policy describing the return-to-work process, including responsible persons and time frames.
- Staff responsible for the return-to-work program receive necessary training.
- Employees are encouraged to return to work as soon as is medically appropriate.
- Modified or alternative work is made available whenever possible.
- The employer identifies, in collaboration with employees and the union, specific jobs or tasks that can be done by injured employees with work restrictions, and provides this information to the treating physician.
- The treating physician makes recommendations for safe return to work based on the injured employee’s medical condition and the employer’s available jobs and working conditions.
- The employer, injured employee, and treating physician continue to work together to ensure that the employee is doing work that supports the recovery process.

Adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).

# UNDERLYING CAUSES OF INJURY AND ILLNESS



## Workplace Injuries and Illnesses

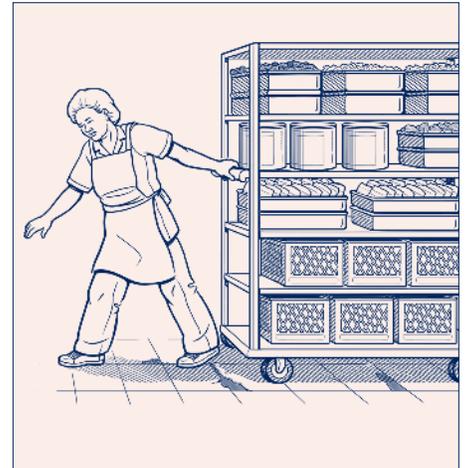
Why do workplace injuries and illnesses happen? There could be multiple underlying causes. Don't settle for easy answers; always look deeper. Try to identify underlying problems before an accident occurs. If there is an accident or "near miss," learn from it. There are usually multiple factors that contribute to an incident, so examine all the possibilities. The following list may help. Look at:

### Job Tasks and Procedures

- Physical and mental demands of a task
- Pace of work and overall workload
- Clear, realistic procedures for job tasks
- Emergency procedures
- Conflicts between policy and practice (shortcuts)

### Work Environment

- Equipment/tools/materials—design, selection, and maintenance
- Work area/facility layout and space
- Air quality, temperature, noise, and lighting
- Access to safety and emergency equipment



### Management and Organization

- Safety program
- Safety culture—commitment of resources for safety and accountability
- Communication and reporting systems
- Regular inspection and maintenance
- Staffing and scheduling



## UNDERLYING CAUSES OF INJURY AND ILLNESS

### Workforce Factors

- Work experience
- Training
- Fatigue
- Stress
- Attitude and perception of risk

### Tools for Looking at Underlying Causes

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Many tools can be used in the workplace to identify underlying causes of actual or potential injury and illness. Employees, supervisors, health and safety committee members, and health and safety professionals may all be involved in using these tools. Whether preventing an incident, or learning from one, it's important that any analysis be fact-finding, not fault-finding, or it may do more harm than good. If human error is identified as the cause of an incident, a good analysis always goes deeper and asks why the error was made. This type of inquiry is often called a **systems approach**.

### After an Injury or Illness

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An investigation after an illness, injury, or “near miss” occurs is usually referred to as an **accident or incident investigation**. The purpose is to understand what happened in order to avoid anything similar from occurring in the future. Even the most straightforward accidents are seldom due to a single cause. So a thorough investigation looks at multiple, underlying causes (sometimes called “**root causes**”). It's important to investigate accidents as soon as possible. Investigators gather information (including physical evidence, interviews, and documents), analyze it, draw conclusions, and make recommendations. The investigators must keep an open mind, rather than make easy assumptions.

### Before the fact

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One way to avoid injuries and illnesses in the first place is to conduct an analysis of each task, process, and/or material used in the workplace. This is called a **job hazard analysis (JHA)**, **job task analysis**, or **job safety analysis (JSA)**. A job is broken into the specific steps involved and each step is examined to identify potential hazards and recommended safety precautions. A JHA is done by observing the job and asking what could potentially go wrong, taking into account multiple factors. The job observation should not be used to uncover individual unsafe acts. The job, not the individual, is being studied. The results should be shared with all workers who are, or may be, doing that job. The analysis should be revised whenever equipment, materials, processes, or the environment change.

Adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).

# JOB HAZARDS IN SCHOOLS



Many hazards on the job are obvious, like sharp objects, slippery floors, and hot liquids. Other hazards, such as repetitive movements and chemicals, may be hidden. Sometimes it is hard to tell if pain in your arms, hands, or back was caused by repetitive movements on the job. It may also be hard to tell if an illness you have was caused by the chemicals at work.

It is important to be aware of all the different types of hazards to look for on the job, both obvious and hidden ones.

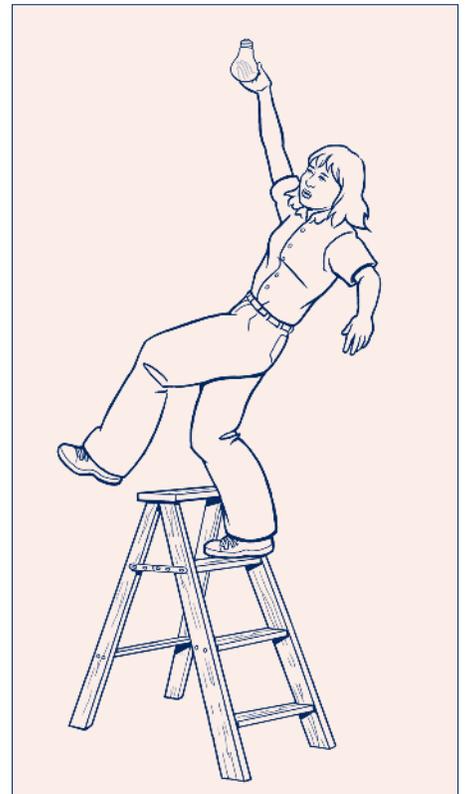
Workplace hazards can be broken down into different categories, such as Safety Hazards, Chemical and Biological Hazards, and Other Health Hazards, such as noise, heat, and radiation that don't fit into the first two categories.

## Safety Hazards

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Safety hazards can cause injuries right away. Examples include:

- Hot surfaces
- Slippery floors
- Unsafe ladders
- Working at heights
- Unguarded machines
- Chemicals that can cause a fire or explosion
- Knives and other sharp objects
- Hot grease
- Electrical hazards
- Workplace violence (assaults, threats, verbal abuse robberies, etc.)
- Lack of fire exits





## Safety Hazards (continued from previous page)

- Cluttered work areas
- Poorly designed tools
- Heavy lifting
- Inadequate lighting
- Vehicles (cars, buses, construction equipment, etc.)
- Working in a confined space (any enclosed or partly enclosed area that is difficult to get in or out of). The hazard increases if vapors or fumes are present, if there is a lack of oxygen, or there is too much oxygen.
- Unshored trenches that can cave in
- Unidentified utility gas and fuel lines that may explode if punctured

## Chemical and Biological Hazards

Chemical and biological hazards are agents that can make you sick. Some produce effects right away, but others take time.

### Chemical Hazards

All kinds of chemicals are used in schools including solvents, cleaners, construction materials (such as lead and asbestos), pesticides, and a wide range of materials used in art departments and science labs.

Chemicals exist in different forms: solids (including dusts and fumes), liquids, and gases (including vapors). A chemical can change its form when it is heated or cooled. For example, when you freeze water, it changes from a liquid to a solid. When you heat water, it evaporates from a liquid to a vapor.

The hazards of a chemical can change depending on what form it takes. Some chemicals are more harmful as a vapor or gas than as a liquid. For example, a liquid solvent can become a dangerous vapor in the air if it is heated.





Chemicals can cause damage at the point where they first contact the body (such as the skin, eyes, nose, or throat). Some can also get inside the body when you breathe them in, swallow them, or get them on your skin. Then they travel in the bloodstream to internal organs like the liver, kidneys, heart, nervous system, brain, and reproductive organs. They may cause harm throughout the body.

The **hazard** of a chemical is the likelihood that it will cause harm. The hazard depends on these factors: how toxic the chemical is, how much exposure is required to cause harm, how the chemical enters your body, how much of it actually enters your body, the length of time you are exposed, other chemicals you are exposed to, and how your own body reacts to the chemical.

### Biological Hazards

Biological hazards are living things that can cause disease. Examples are bacteria, viruses, molds, animals, and insects. Biological hazards are found in a wide variety of schools-related jobs. Nurses and health aides can be exposed to HIV (the AIDS virus), hepatitis viruses, and tuberculosis (TB) bacteria, for example. Custodians can get diseases from various kinds of waste or from discarded needles in the trash. Teachers and office staff may be exposed to mold spores that can grow in any moist environment and spread through the air.



The effects of biological hazards range from mild skin irritation to life-threatening illnesses.

### Ergonomic Hazards

Ergonomic hazards are caused by poor equipment and job design. These produce unnecessary wear and tear on the body. The result can be pain and eventual damage to the hands, arms, neck, back, feet, or legs.

Risk factors for ergonomic injuries include:

- **Repetition:** Performing the same motion over and over again.
- **Excessive Force:** Using physical effort such as pushing, pulling, and lifting.
- **Awkward Posture:** Working in a way that puts strain on the body, such as stooping, bending, reaching overhead, or staying in one position too long.
- **Direct Pressure:** Prolonged contact with a hard surface or edge.
- **Vibration:** Working with vibrating tools or equipment.
- **Extreme Cold or Heat.**



## Ergonomic Hazards (continued from previous page)

The more risk factors that are present, the greater the chances of developing an ergonomic injury, often called a **repetitive strain injury** (RSI) or a **cumulative trauma disorder** (CTD). The best solution is to redesign the job so the risk factors are reduced.



## Other Health Hazards

There are also other workplace conditions that can injure you or make you sick. Below are some examples.

### Temperature Extremes

Extremes in temperature, either too cold or too hot, are a health hazard. People who work where it is too cold may suffer frostbite and hypothermia. Heat stress occurs when the body is unable to maintain a normal temperature and overheats. This can cause serious illnesses and even death.

When the body's heat regulating mechanism completely breaks down, heat stroke occurs. This is a life-threatening emergency. The person's body must be cooled while emergency help is on the way.

### Indoor Air Pollution

Poor ventilation and lack of fresh air can result in a build-up of chemical vapors, fumes, or gases in the work environment. Biological hazards such as molds, viruses, and bacteria can also build up in a school building that is not properly ventilated.



### Noise

Noise is a widespread problem in the workplace. Long-term health effects of noise include permanent ringing in the ears, hearing loss, irritability, fatigue, and trouble concentrating and communicating.

Noise may be a problem at your worksite if:

- You have to shout to be heard while working
- You have trouble hearing after work
- You have ringing in your ears.

### Stress

There are many factors in the school environment that can create anxiety, frustration, and fear. The body's response to chronic stress can lead to high blood pressure, heart disease, and emotional disorders.

Causes of stress can include, for example:

- Too much work in a limited amount of time
- Harassment or discrimination
- Job insecurity
- Threat of workplace violence
- Lack of input or control on the job
- Pressure from parents, students, administration, etc.

Adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).

# ADDRESSING ERGONOMIC HAZARDS



Our bodies normally recover from the wear and tear of work after a period of rest. But if the stresses continue day after day without time to recover, the damage can lead to ergonomic injuries.

Many different terms are used to describe these ergonomic injuries. For example:

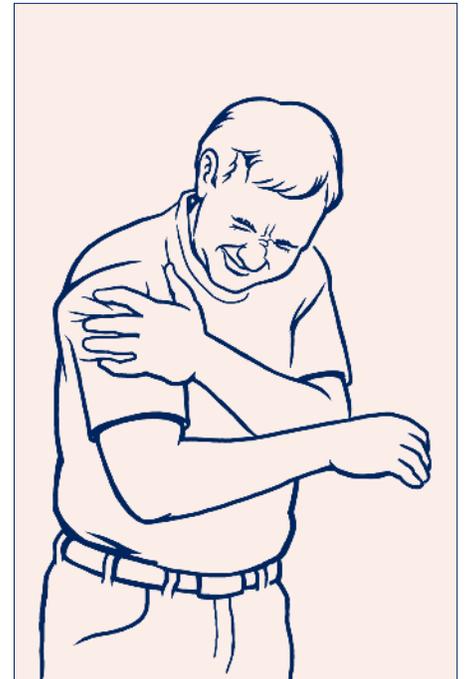
- **Cumulative trauma disorders (CTDs).** Ergonomic injuries involve strain that may develop, or accumulate, over time.
- **Repetitive strain injuries (RSIs).** Ergonomic injuries are often caused by repeating the same motions over and over.
- **Musculoskeletal disorders (MSDs).** Ergonomic injuries affect the muscles, bones, tendons, nerves, and tissues.

These terms do not necessarily refer to different conditions. Many ergonomic injuries can be described in all three ways.

These disorders include a number of specific diseases such as carpal tunnel syndrome, bursitis, and tendinitis. Back injuries are the most common and most costly MSD.

Symptoms of these disorders are most common in the back, hands, arms, wrists, elbows, neck, and shoulders. They include:

- Soreness or pain (aching or sharp)
- Stiffness
- Swelling
- Loss of coordination
- Numbness
- Tingling (as though the area is “asleep”)
- Unexplained weakness



If your work exposes you to any of the ergonomic risk factors described on page 3 of this factsheet, these symptoms may be signs that you have an MSD.

It is important to seek medical care if these symptoms:

- Last for more than a week
- Bother you so much that you restrict activities or take time off to recover.

## If You Believe You Have an MSD

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- Seek early treatment. The longer you have symptoms without getting help, the harder they can be to treat successfully.
- Find a doctor who understands work-related health problems. Don't be afraid to educate your doctor about the possible causes of your MSD.
- If your problem is work-related, report it to your supervisor. You may be eligible to file a workers' compensation claim to cover lost work time and/or medical costs.
- Don't return to the same working conditions that caused your problem. Work with others at your school to ensure that the equipment or activities that contributed to your injury are changed.
- Finding the right doctor, getting effective treatment, and improving your work environment take persistence and energy. Don't hesitate to ask for help and don't give up until the problem is solved.





## Risk Factors for Ergonomic Injuries

The field of ergonomics examines the fit between employees and their jobs. Ergonomics look at:

- What body movements and positions people use when they work.
- What tools and equipment they use.
- The physical environment (temperature, noise, lighting, etc.).
- The organizational environment (deadlines, teamwork, supervision).
- Whether any of these factors may place an employee at risk of injuries or illnesses.

The goal of ergonomics is to fit workplace conditions and job demands to the capabilities of the individual worker, instead of making the worker fit the job.

To prevent injuries, *ergonomic risk factors* must be identified. Ergonomic risk factors are workplace situations that cause wear and tear on the body and can cause injury. Once these have been identified, you can work on finding ways to eliminate them.



## Ergonomic Risk Factors

RISK FACTORS	DEFINITION	POSSIBLE SOLUTIONS
<b>Repetition</b>	Making the same motion over and over.	Redesign task to reduce repetitions; increase rest time between repetitions; rotate among tasks with different motions.
<b>Awkward Posture</b>	Prolonged bending, reaching, kneeling, squatting, or twisting any part of your body.	Redesign tasks, furniture, and equipment to keep the body in more “neutral” positions and minimize reaching bending and twisting.
<b>Forceful Motion</b>	Excessive effort needed to do tasks such as pulling, pounding, pushing, and lifting.	Redesign task to reduce the exertion needed; assign more staff; use mechanical assists.
<b>Stationary Position</b>	Staying in one position too long, causing fatigue in muscles and joints.	Redesign task to avoid stationary positions; provide opportunities to change position.
<b>Direct Pressure</b>	Prolonged contact of the body with a hard surface or edge.	Improve tool and equipment design or layout to eliminate pressure; provide cushioning material.
<b>Vibration</b>	Using vibrating tools or equipment.	Insulate the hand or body from vibration; keep tools or equipment in good condition to reduce excessive vibration.
<b>Extreme Temperature</b>	Working where it is too hot or too cold. Cold reduces feeling, blood flow, and strength. Heat increases fatigue.	Control temperature where possible; insulate the body against cold by wearing gloves and warm clothing; provide breaks and fresh water in hot environments.
<b>Work Stress</b>	Includes machine-paced work, inadequate breaks, monotonous tasks, multiple deadlines, poor work organization, or poor supervision.	Establish reasonable workload; provide sufficient breaks, task variety, individual autonomy.

- The more risk factors you face, the greater your chance of injury.
- The longer you are exposed to a risk factor, the greater your chance of injury.
- By reducing or eliminating risk factors, the chance of injury can be decreased.



## Identifying Risk Factors

Below are some ways to identify ergonomic risk factors.

### TALK TO EMPLOYEES: SURVEYS OR INTERVIEWS

Employees are often the best source of information on the potential problems posed by their jobs. You can conduct a written survey or talk to people individually.



### LOOK AT JOBS: INSPECTIONS AND JOB EVALUATIONS

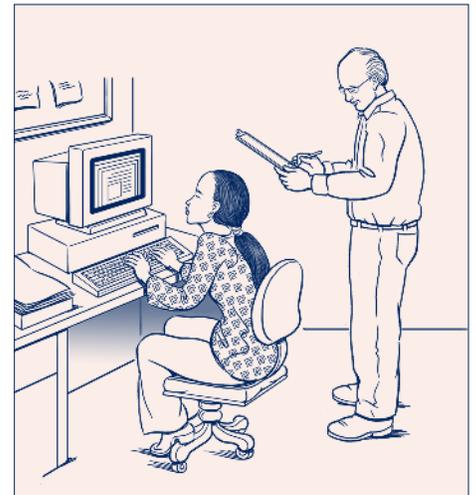
Conduct a walkaround inspection of the school environment to see which jobs or tasks may pose ergonomic problems. Those jobs can then be evaluated to identify specific risk factors. When evaluating a job, break the work down into the smallest pieces possible so that you can be specific and detailed.

Once you have watched people do their work and asked them about it, use a checklist or similar form to record risk factors as well as to track your progress in resolving a problem.

Below are some tips for conducting job evaluations.

A job evaluation should include three parts:

- **Discussion.** Talk to the people doing the job. Ask whether they experience pain or discomfort while performing the job and what specific activities seem to trigger that pain. Understanding the relationship between pain and specific activities can help you pinpoint tasks, workstations, equipment, or tools which may be causing or aggravating injuries.
- **Job description.** Collect information that fully describes each specific task, job, workstation, tool, and/or piece of equipment that you evaluate. Include information about work pace and work schedule, including break times. See if there is a written job description available and supplement it with your own notes.
- **Observation and measurement.** Use direct observation, videotapes, photos, and sketches to identify risk factors. Use a checklist to record specific risk factors, including the weights of objects, how long they are held, or how far they are moved.



## Controlling Ergonomic Hazards

There are many ways to reduce ergonomic risk factors and help fit the workplace to the worker. Solutions can be grouped into three main categories: eliminate the hazard, improve work policies and procedures, and provide personal protective equipment. Often the best solution involves a combination of approaches.

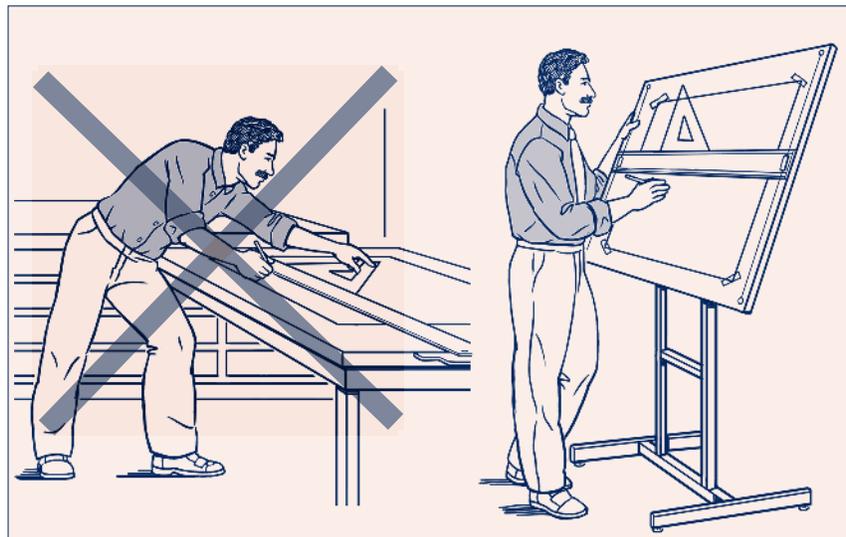
### Eliminate the Hazard

The most effective way to control ergonomic hazards is to eliminate the risk factors altogether. Sometimes you can change the tools, equipment, job design, or work area to remove the hazard completely. This is called using “engineering controls.”

These are some examples of engineering controls:

- Redesign workstations and work areas to eliminate reaching, bending, or other awkward postures.
- Provide adjustable tables and chairs that can be used by employees with a range of sizes and shapes, and that allow neutral postures.
- Provide carts for transporting material and mechanical hoists to eliminate lifting.
- Use tools that fit the hand, have no sharp edges, and eliminate awkward hand and wrist positions.
- Change where materials are stored to minimize reaching.
- Design containers with handles or cutouts for easy gripping.

Improving the workplace is the heart of ergonomics: changing the work to fit the worker. The design should accommodate the wide range of people assigned to the task.





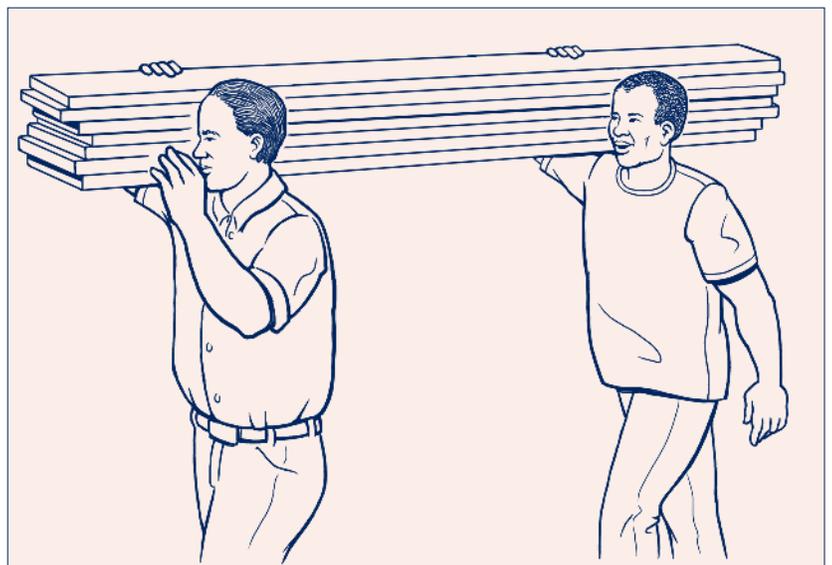
## Improve Work Policies and Procedures

The next most effective solution is to develop work policies, procedures, and practices that change how the job is done. This is called using “administrative controls.”

These are some examples of administrative controls:

- To the extent possible, rotate employees among different tasks to rest the various muscle groups of the body, reduce repetition, and ease mental demands.
- Improve work scheduling, if possible, to reduce risk of fatigue.
- Increase staffing to reduce individual workloads.
- Provide sufficient breaks, since adequate recovery time can reduce fatigue.
- Assign more staff to lifts of heavy objects.
- Encourage proper body mechanics and use of safe lifting techniques (see box on next page).
- Require all loads to be labeled with their weight.
- Store heavy objects at waist height.
- Follow good housekeeping practices. Keep floors free of slipping or tripping hazards. Maintain power tools properly to reduce vibration. Keep cutting and drilling tools sharp to reduce the force required.
- Provide workers with training on safe working postures, lifting techniques, ergonomics policies and procedures, and the safe use of lifting and carrying devices.

Training is a critical element of nearly any solution and provides an important opportunity for employee participation. However, it is not a substitute for reducing risk factors and should be used in combination with engineering and administrative controls.

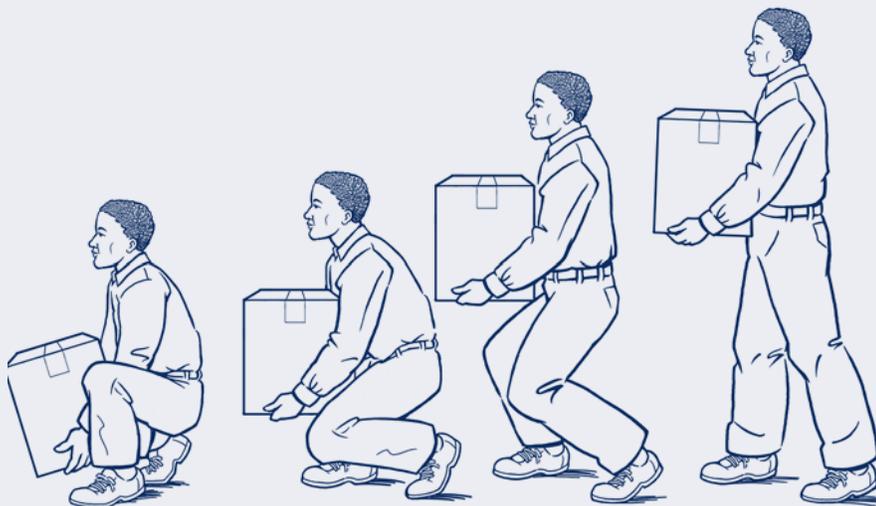


## SAFE LIFTING TECHNIQUE

Lifting can put great strain on your back. Lifting from the floor can be particularly risky. For example, lifting a 25-pound box from the floor requires about 700 pounds of back muscle force, even when you bend your knees. Below are some tips that can help protect your back when you need to lift heavy objects.

- Try out the load first. If it is too bulky or heavy, get help.
- Avoid lifts that require stretching or bending to reach the load. Redesign the work area so objects you lift are close to the body and at waist height.
- Don't lift awkward objects such as long pipes or large boxes by yourself. Get help or use mechanical assists.
- When lifting, keep your back straight and lift with your legs.
- Lift slowly and carefully and don't jerk the load around.
- Keep the load as close to your body as possible while lifting it.
- Don't twist or turn your spine while carrying the load.
- Make sure your path is clear while carrying the object. Remove obstacles that could cause you to trip.

A program to teach employees how to lift properly should be used in combination with workplace redesign that reduces the amount of lifting needed. Remember, if materials are too heavy or awkward to lift and carry safely, get help, redesign the materials to be lighter and easier to handle, or use mechanical assists such as carts.





## Provide Personal Protective Equipment

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While more permanent solutions are being found and implemented, or if you are unable to redesign the job or equipment to eliminate risks, personal protective equipment (PPE) can be used.

PPE that can help address ergonomic problems includes:

- Knee pads for kneeling tasks.
- Shoulder pads to cushion loads carried on the shoulder.
- Gloves to protect against cold, vibration, or rough surfaces.

### A CAUTION ABOUT BACK BELTS

Back belts are sometimes provided as PPE. Back belts have been studied extensively, and experts have concluded that they are not effective in preventing back injuries. Some believe that, in fact, they may cause injury by encouraging workers to lift heavier objects or by making muscles weaker. Most importantly, they do not make workers stronger or more able to perform a lift that is awkward or too heavy. The National Institute for Occupational Safety and Health (NIOSH) recommends that employers not rely on back belts to protect workers. Instead, it recommends that employers implement a comprehensive ergonomics program that includes workplace assessment, hazard reduction, and worker training.

## Establish a Comprehensive Ergonomics Program

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School districts should establish an ergonomics program to minimize musculoskeletal disorders.

Elements of a good program include:

- Management commitment
- Employee involvement
- An organizational structure to get the work done, such as an ergonomics team or committee
- Training and education of employees and supervisors
- Job evaluation to identify risk factors
- Hazard prevention and reduction or elimination of risk factors
- Early detection and treatment of ergonomic injuries, and medical management of injury cases
- A system for employees and supervisors to report ergonomic problems, symptoms, and injuries without reprisal
- Ongoing evaluation of the ergonomics program.

## California's Ergonomics Standard

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Cal/OSHA has an Ergonomics Standard which requires employers to take action to prevent repetitive motion injuries when two or more employees doing the same type of work are diagnosed with a repetitive motion injury (RMI). Every employer subject to this regulation is required to establish and implement a program designed to minimize RMIs. The program must include a worksite evaluation, control of exposures which have caused RMIs and training of employees.

The regulation can be found in Title 8, California Code of Regulations, General Industry Safety Orders §5110

The above was adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).



## Inspection Checklist for Ergonomic Risk Factors

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Employee observed: \_\_\_\_\_

Job title: \_\_\_\_\_ Task: \_\_\_\_\_

Task description: \_\_\_\_\_

RISK FACTORS	Found In This Task	Cause/Description	Possible Solutions
<b>Repetition</b>			
Repeated forceful or awkward motions			
Little or no rest			
Using same body part repeatedly			
<b>Awkward Posture</b>			
Bending or leaning forward			
Reaching or lifting below knee level			
Twisting or bending to the side			
Reaching above chest level			
Bending wrist frequently			
Twisting hands or forearms			
Raising arms to side or forward			
Bending neck			
<b>Forceful Motion</b>			
Lifting, pushing, or pulling more than 50 pounds			
Lifting more than six pounds with one hand			
Forceful gripping of material or tools			
Handling tools or material in pinch grip			

(continued on next page)

## Inspection Checklist for Ergonomic Risk Factors

(continued from previous page)

RISK FACTORS	Found In This Task	Cause/Description	Possible Solutions
<b>Stationary Position</b>			
Working in one position for long periods			
Standing for long periods			
Sitting for long periods			
<b>Direct Pressure</b>			
Tool or equipment pressing on hand or body			
Seat or table pressing on leg or body			
<b>Vibration</b>			
Using vibrating hand tools			
Operating vibrating heavy equipment (including large vehicles)			
<b>Temperature and Environment</b>			
Temperature too hot or too cold			
Workplace poorly lit			
Walkways obstructed or slippery			
<b>Work stress</b>			
Pace of work is machine-controlled			
Piece work is used as production incentive			
Insufficient work breaks			
Poor supervision			

Inspection checklist was adapted from: NIOSH "Elements of Ergonomics Program," Tool box Tray 5-A, [www.cdc.gov/niosh/epbtr5a.html](http://www.cdc.gov/niosh/epbtr5a.html), and "Working Without Pain Train the Trainer Program," Hunter College Center for Occupational and Environmental Health.

# INVESTIGATING JOB HAZARDS



Tools that can help identify hazards in the workplace include:

- Worksite inspections, including assessment of equipment, walk ways, and work practices.
- Written surveys of employees' health symptoms.
- The Log of Work-related Injuries and Illnesses (Cal/OSHA Log 300).
- Hazard mapping.
- Body mapping (shows symptoms employees may have).
- Job task analysis (breakdown of tasks and associated risks).



## INVESTIGATING JOB HAZARDS

(continued from previous page)

- Workers' compensation records.
- Interviews with employees and administrators.
- Monitoring records showing exposure to chemicals, noise, and other hazards.
- Any required medical test records, such as hearing or blood lead level tests.
- Inspection records from Cal/OSHA and other agencies (for example, fire department, health department, EPA), including any citations or fines.
- The school district's written safety programs, such as the Injury and Illness Prevention Program (IIPP), required by Cal/OSHA.
- The school district's written policies and procedures for performing specific tasks and using specific tools and equipment.
- Minutes of health and safety committee meetings.
- Grievances filed about health and safety issues.
- Incident/accident investigation records, including underlying causes of the incident and what was done to prevent similar incidents in the future.
- An inventory of hazardous materials in use and their Material Safety Data Sheets (MSDSs).
- Manufacturers' manuals, operating instructions, and safety literature for tools and equipment.
- Maintenance records for equipment and machinery.



## Worksite Inspections

Before conducting a worksite inspection, request and look over available documents related to the area you will be inspecting. Try to obtain records of any previous inspections, injury reports, accident investigation reports, reports of illnesses, and information about work procedures and equipment.

The inspection team should bring the following materials:

- Checklists for specific hazards and for general work operations.
- Notepaper to document what you see and to take notes on conversations with employees and supervisors.
- Equipment to measure, monitor, and document hazards, such as cameras, tape measures, sound level meters, and thermometers.

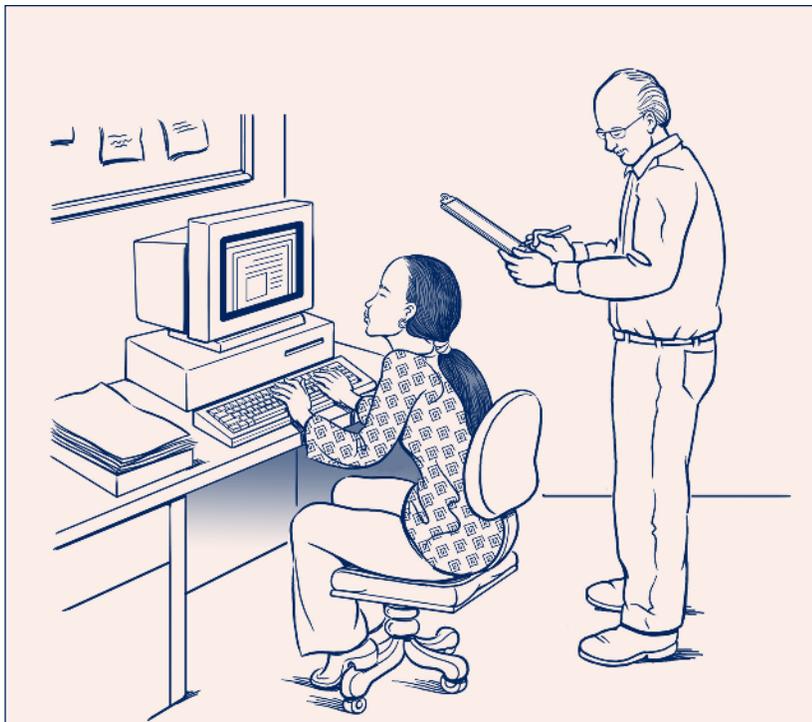


## Points to Remember

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- Try to understand the work process from start to finish. Talking to workers and supervisors can help you do this.
- Inspect work areas again at different times or on different days.
- Look for all types of hazards—those that have immediate (acute) effects, like objects that can fall, and those that have long-term (chronic) effects, like repetitive motion.
- Always talk with employees to clarify your observations and add insight. For example, ask: Are things usually like this? Have there been problems or concerns? Is there anything else we should look at?
- Document your observations by:
  - using written checklists or note paper.
  - writing down the model and serial numbers of equipment.
  - taking measurements of equipment and the dimensions of work areas.
  - taking photographs, if possible, of equipment and work areas.

SASH Factsheet H, “Job Hazards in Schools,” has a sample worksite inspection checklist for schools. It is just an example, not a comprehensive checklist.





## Worker Surveys

It is often useful to ask employees about what training and protective equipment they have received and what health and safety concerns they have. Surveys of employees can be done by distributing a written questionnaire, interviewing them in person, or meeting in groups.

## Written Questionnaires

- Talk informally with people in the different areas of the school to get their general ideas before you create the survey. Know what information you're looking for.
- Keep the survey short.
- Make the survey attractive and simple to fill out.
- Use everyday language and avoid technical terms. Remember that employees' reading levels may vary.
- Consider translating the questionnaire into other languages if necessary or offer to help employees who have difficulty reading English as they fill out the questionnaire.
- Include an open-ended section for employees to discuss any issues or concerns they may have.
- Include a brief introduction and explain why this survey is important.
- Ask questions that are appropriate for the particular job titles and job tasks you are targeting (if any). For example:
  - Ask about specific symptoms an employee may be experiencing, like muscle strain, backache, or headache.
  - Ask about sources of stress like poor supervision, understaffing, and conflicting priorities.
  - Ask about poor workplace design that may cause musculoskeletal disorders such as repetitive strain injury or carpal tunnel syndrome.
  - Ask about reactions to or concerns about chemical or biological hazards.
- Ask about past accidents or incidents at school, and whether the causes were satisfactorily corrected.
- Explain what will be done with the results.





## Interviews

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- Speak to more than one employee in every work classification. Ask about their specific tasks, especially any that could be hazardous, even if done only occasionally. Ask what personal protective equipment they use, what training they have received, what injuries or illnesses they have had, what health symptoms they have noticed, and what concerns or worries they have about their health and their work.
- Speak to supervisors to find out what they know about the hazards, what precautions they take to control them, what personal protective equipment is available, what training the workers have received, and what procedures are followed when new hazards are recognized. Also ask about any injuries or illnesses that have occurred.
- Speak to maintenance and operations department employees who know the school environment and equipment well. Try to find out what problems have occurred.
- Speak with human resources staff who know what types of injuries and illnesses employees have reported.
- Speak with the health and safety committee (if one exists) or the JPA or school risk manager, if there is one, about the hazards in the school and the protective measures that are used.

To get the best information from the people being interviewed, it is best to talk to them privately. Hold the conversation away from other people, and offer to keep the person's name confidential if necessary.

## Meet in Groups

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- Hold a discussion group to talk about common health problems or concerns.
- Use a “body map” — a large outline of the human body where group members can mark where they are having symptoms.

Adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).



# CONTROLLING HAZARDS



Once hazards are identified, there are various methods that can be used to protect employees. These are called hazard controls. Not all controls are equally effective. There is a “hierarchy” of possible solutions. The most effective solutions, at the top of the pyramid, are those that actually remove the hazard. Below are those solutions that only reduce or limit the employee’s exposure. Often a combination of methods is needed to get the best protection.



## Remove the Hazard

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The best way to protect employees from hazards is to remove the hazards from the school environment altogether, or at least keep them away from employees. These methods are often called **engineering controls**. They directly address the hazard and do not depend on employees’ actions to be effective. Employees don’t have to wear special protective gear or take special precautions, because the hazard is gone.

Engineering controls include these methods:

- **Redesign the process.** For example:
  - Purchase premixed clays (for pottery classes) rather than mixing from dry powder.
  - Store supplies near where they are needed, and use hand trucks to reduce lifting and carrying.
  - Use electric leaf blowers instead of gas leaf blowers.
- **Substitute safer products for hazardous ones.** For example, use chemicals that are less toxic or dangerous.



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- **Keep the hazard away from employees.** For example:
  - Move noisy equipment away from employees.
  - Have lab teachers and students use glove boxes when handling toxic chemicals.
  - Install guards on machines in vocational classrooms and near hot surfaces.
  - Use floor mats in wet or slippery areas, such as the cafeteria kitchen, or outdoor hallways.
- **Use good ventilation.** This removes dust, fumes, etc., from the air that workers breathe.
- **Redesign equipment.** For example:
  - Use smaller and lighter carts that are easier to move for transporting boxes, supplies and other items.
  - Provide nurses with retractable needles to avoid needle-stick injuries.
  - Replace old equipment with newer equipment that has better safety features.

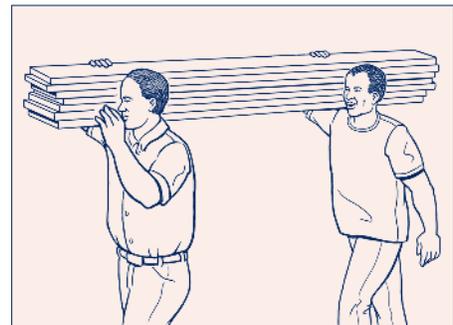


## Improve Work Policies and Procedures

When the hazard cannot be eliminated altogether, another option is to set rules that will limit employees' exposure to the danger. These measures are often called **administrative controls**.

Administrative controls include:

- **Rotate employees** between a hazardous task and a non-hazardous task so that the length of exposure is reduced.
- **Increase the number of breaks** to reduce the time of exposure to hazards like working in the hot sun.
- **Keep work areas of the school free of clutter and debris.** Require good housekeeping to reduce the chance of trips and falls, etc.



## CONTROLLING HAZARDS

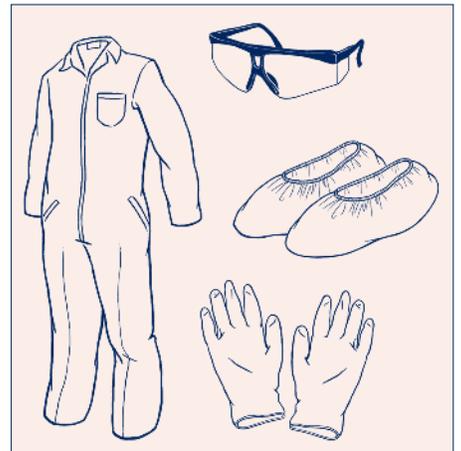


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- **Improve personal hygiene facilities and practices.** Provide a way for employees to wash their hands and face before eating and drinking. Prohibit eating in work areas. Set up facilities for showering after the shift, and leaving contaminated clothes at the workplace.
- **Provide worker training programs.** Increase employees' ability to recognize and evaluate hazards, and to take action to protect themselves.
- **Assign enough people to do the job safely.**

## Provide Personal Protective Equipment

A third method of reducing hazards is to use **personal protective equipment (PPE)**. PPE is worn on the body and protects employees from exposure to a hazard. The most common types of PPE used by school employees are gloves, eye protection, earplugs, and safety shoes. Sometimes, workers may need additional PPE like respirators, hard hats, and coveralls. Wear PPE when other methods of hazard control aren't possible or don't give enough protection. Try to remove the hazard or change work procedures first.



PPE is usually considered less protective than the other methods because:

- It doesn't get rid of the hazard itself. It simply reduces the amount of exposure by placing a barrier between the hazard and the worker.
- Workers may not want to wear it because it can be uncomfortable and hot and may make it hard to communicate.
- It has to fit properly to work properly.
- It has to be the right type for the particular hazard, such as the right glove for the chemical being used.
- Workers must be shown how to use it properly.

## Use a Combination of Methods

Sometimes you may need a combination of methods to control a hazard. While engineering controls may be the most effective method, you also need to have training programs and good workplace policies to supplement them. There may also be situations where PPE is essential.

Adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).

# MAKING THE CASE FOR SAFETY



You probably already know that safety pays. But it is not always easy to persuade those in charge of your school district. Health and safety may not even be on their “radar screen.” When making your case for safety, think about who is making the decisions in your workplace. What are their top concerns? Think about how you can communicate your own concerns most effectively to them. Below are some points you can use to “sell safety” and some tips for preparing your case.

## Points That Make the Case for Safety

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Reducing workplace injuries and illnesses can...

### Prevent human suffering

- Save lives
- Reduce workers’ pain and disability
- Reduce the impact of workers’ injuries on their families and communities
- Protect co-workers from the stress of filling in for people who are off the job.

*“I couldn’t care less about the fines. It was losing one of our own. We were all devastated. I will never get over it.”* —Employer of a worker killed on the job

*“It wasn’t just the pain after the accident, or that I couldn’t support my family on the limited benefits. It affected every part of my life—my ability to participate in sports, church activities, volunteering in my kids’ school—I lost it all.”* —Injured worker

### Save Money

- Reduce workers’ compensation costs
- Reduce lost work time and production delays
- Avoid losing the skills of valuable people
- Eliminate costs of hiring and training others to replace injured workers



### **Save Money** (continued from previous page)

- Avoid overtime costs when other workers must fill in
- Avoid fines for violating regulations
- Improve attendance
- Minimize damage to materials, tools, and equipment
- Create a more productive work environment.

*“Every \$1 invested in workplace safety results in \$3 or more in savings. Safety is an investment, not a cost.”* —Insurance industry study<sup>i</sup>

### **Promote a Positive Image**

- Increase worker morale—show that workers’ well-being comes first
- Decrease turnover
- Attract top employees
- Help the school district stand out in the community as a caring employer
- Avoid bad publicity from fines, accidents, and incidents.

*“A big accident or fine may be a rare event, but it can cost a great deal in terms of public image. We had a disastrous experience with OSHA and paid dearly for it. We never want to be embarrassed like that again!”* —Safety manager

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<sup>i</sup> McDonald, Caroline. Workplace safety pays, survey shows. National Underwriter; Sep 17, 2001; 105, 38; ABI/INFORM Global pg. 26.



## How to Communicate Your Case Effectively

Here are some things you can do to communicate effectively about the need to invest in safety and health:

- **Summarize** the problem and how it may impact workers, the school district, students, and others. Lay out the benefits of taking action to solve it. Point out the risks of doing nothing.
- **Prepare** what you want to say in advance. Who is authorized to make a decision? What are their top concerns? Pick the facts that will be most convincing to them.
- **List the different options** and review the benefits of taking the most protective approach.
- **Personalize the situation.** For example, share a story about how people are being affected, or could be affected.
- **Get support** from others.
- **Write down and practice** your key points so you feel comfortable with what you are going to say.
- **Stay focused** on common goals. Safety is good for everyone.
- **Don't get frustrated.** If you don't succeed at first, rethink your approach and try again.



Adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).

# HEALTH AND SAFETY COMMITTEES



## Roles of Health and Safety Committees

A health and safety committee can be an important way to improve conditions on the job. The committee provides a forum for employees and management to work together to solve health and safety problems. An effective committee can help prevent injury and illness on the job; increase awareness of health and safety issues among employees, supervisors, and managers; and develop strategies to make the school environment safe and healthy.

### Hazard Identification, Evaluation, and Control

- Review injury data, accident reports, and workers' compensation records.
- Conduct regular walkaround inspections to identify potential health and safety hazards.
- Conduct safety and health job analyses to identify problems.
- Design and conduct health and safety surveys.





## HEALTH AND SAFETY COMMITTEES

- Collect and review Material Safety Data Sheets (MSDSs).
- Propose and evaluate various ways to improve safety conditions.
- Get recommendations acted upon.
- Review and evaluate corrective actions taken by management.
- Temporarily “shut down” unsafe operations until a hazard is corrected.
- Collect and review information on new chemicals, procedures, and processes before they are introduced.
- Participate in studies conducted by outside researchers or consultants.
- Establish or improve procedures for employees to report safety hazards or suggest improvements without fear of reprisal.

### Information and Education

- Respond to concerns raised by employees and supervisors.
- Recommend training for new employees and supervisors, and refresher training on health and safety practices, procedures and emergency response.
- Plan and organize training programs.
- Establish or improve procedures for employees to report health symptoms without fear of reprisal.
- Keep employees and supervisors informed about the committee’s activities.



## Making Health and Safety Committees Effective

### Committee Membership and Procedures

- Make sure there is representation of both employees and supervisors.
- Have employees or their union pick their own representatives.
- Make sure there are administrators on the committee who have the authority to make decisions.
- Choose members who will be active and productive team players. Both management and employee representatives should be fully committed to the committee's work.
- Make sure management and employee representatives share responsibility for setting agendas and goals, chairing meetings, and taking on specific tasks.
- Agree on guidelines for effective communication and mutual respect among committee members.
- Establish procedures for employees to report hazards or suggest safety improvements to the committee without fear of reprisal.



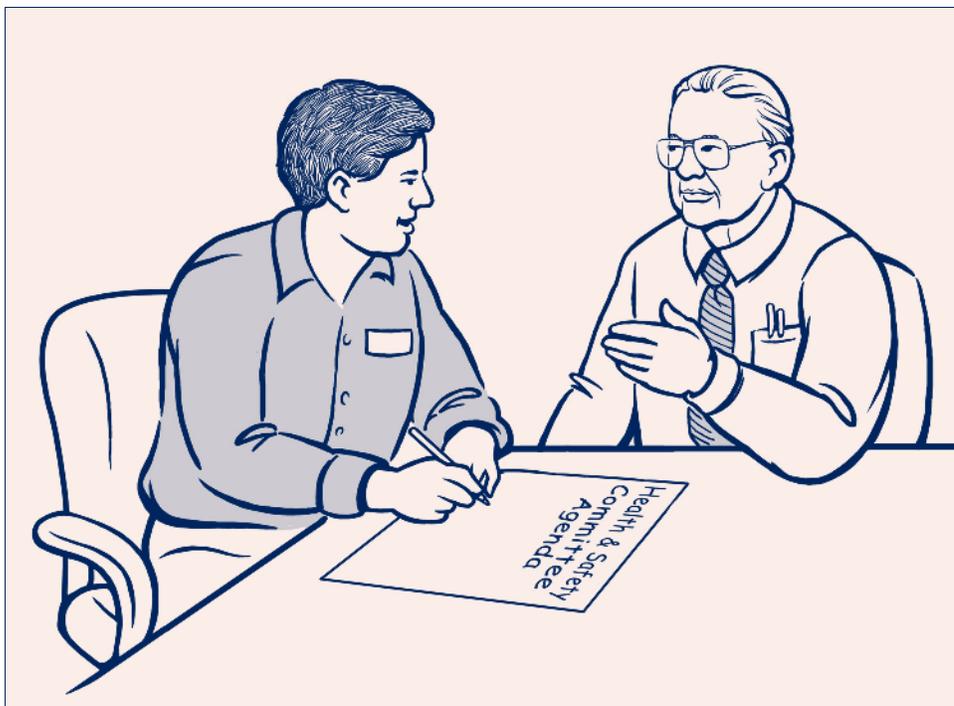


### Resources Needed

- Secure support from all levels of the organization to commit adequate time and resources to make the committee successful.
- Make sure all members receive enough training to be effective on the committee.
- Provide adequate paid work time for members to attend meetings and carry out their committee responsibilities.
- Ensure that committee members have access to the worksite and to all relevant information necessary to carry out their duties.
- Use outside experts, as needed.

### Planning the Meeting

- Plan the meeting with management and employee representatives, including prioritizing the topics that should be covered and when and where the meeting will be held.
- Send the agenda and other relevant committee information to committee members and other interested parties at least five days prior to the meeting.
- Review minutes from the last meeting and check on the status of any pending actions.
- Review any concerns and suggestions from employees or supervisors so they can be brought to the committee.





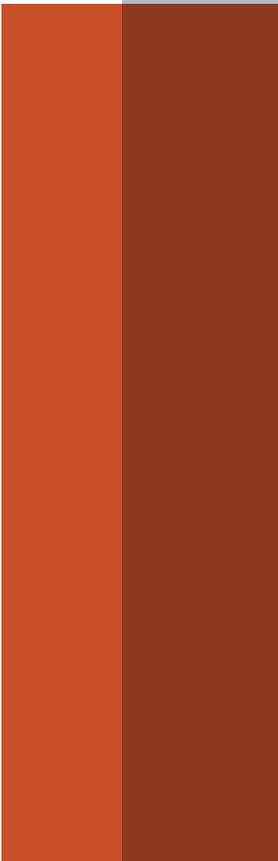
### Running a Productive Meeting

- Start on time.
- Establish the ground rules:
  - Ensure there is agreement on process. For example, will disagreements be resolved by formal votes?
  - Maintain open and balanced discussion, and make sure everyone has an equal chance to speak.
  - Define and agree upon roles and responsibilities.
  - Keep the focus on safety and health issues. Do not allow personal attacks.
- Seek approval of the agenda by participants. Revise if needed.
- Introduce new members and guests.
- Set clear time limits for discussion of agenda items.
- Review action items from the previous meeting.
- Try to make progress on smaller steps while working toward larger objectives.
- Keep good minutes of the meeting to document decisions made.
- Establish action items and responsibilities: Who, what, and when?
- Set the date, time, and place of the next meeting, and develop a preliminary agenda.
- Evaluate the meeting. Were expectations met? Was the agenda followed? Were problems resolved? Can future meetings be improved?
- Close the meeting on time and on a positive note.

### Meeting Follow-up

- Prepare the meeting minutes.
- Distribute and/or post the minutes.
- Follow up on action items and publicize your successes.

Adapted from materials developed for The Worker Occupational Safety and Health Training and Education Program (WOSHTEP).



# INVESTIGATION OF ACCIDENTS, INJURIES, AND NEAR MISSES



## I. Purpose

Investigations are conducted to find out the cause of accidents, injuries, and near misses, and to prevent similar events from happening in the future. Thorough investigations may uncover unsafe conditions, the need for new or more extensive safety training, poor procedures, or unsafe work practices. The goal is to uncover underlying factors that may have led to the incident or near miss, not to assign blame.

## II. Background Information

Date and time of incident:

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Location:

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Employees involved and their job titles:

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## III. Description of What Happened:

Include the sequence of events. Attach any photos, drawings, or other information. Use additional pages, if needed.

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#### IV. Underlying Causes/Factors: Why Did it Happen?

Underlying factors are conditions in the workplace that may have contributed to the event. Describe any problems in the following areas:

- **Equipment/tools/materials:** (broken, defective or unguarded machinery/tools/ladders, poorly design work spaces/furniture, etc.)

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- **Work Environment:** (poor lighting, poor air quality, slippery floors, extreme temperatures/weather, blocked walkways, etc.)

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- **Tasks/Procedures:** (work overload, inadequate procedures, repetitive activities, conflicts between policy and practice, etc.)

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- **Management/Organizational Systems:** (inadequate training programs, understaffing, lack of preventive maintenance, no clear safety program, etc.)

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- **Individual Factors:** (lack of experience, fatigue, stress, lack of training, etc.)

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## V. Corrective Action

What can be done to eliminate or reduce the possibility of a recurrence?

Action(s) to be Taken	Person Responsible	Date Completed

# INSPECTION CHECKLIST



## Sample Safety Inspection Checklist for Schools

School: \_\_\_\_\_

Date: \_\_\_\_\_

Inspected By: \_\_\_\_\_

Each “No” answer may indicate a problem.

### Yes No FLOORS AND WALKWAYS

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Are walkways and stairways kept clear of obstructions?                               |
| <input type="checkbox"/> | <input type="checkbox"/> | Are buckets and mops available to clean up spills so no one will slip?               |
| <input type="checkbox"/> | <input type="checkbox"/> | Are non-slip mats, grates, or slip-free coatings used in wet areas to prevent falls? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do stairways have handrails?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are carpets and rugs causing a potential trip hazard?                                |

### Yes No LADDERS AND FALL PROTECTION

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Are the appropriate ladders for the job available and in good condition?<br>Are they inspected before each use?                    |
| <input type="checkbox"/> | <input type="checkbox"/> | Do ladders have safety feet?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are non-metal ladders used when there is a chance of electric shock?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Have maintenance workers, custodians and grounds workers been trained in ladder safety?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a fall protection plan in place?  |
| <input type="checkbox"/> | <input type="checkbox"/> | If work is done at heights above 7½ feet, is fall protection used (e.g., a lifeline and harness)?                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Do teachers and other staff have access to step stools?<br>Have they been instructed not to stand on unsafe surfaces or furniture? |

## INSPECTION CHECKLIST



- | <b>Yes</b>               | <b>No</b>                | <b>FIRE SAFETY</b>   |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Are there at least two fire exits for each classroom and any other work areas?<br>Check with your local fire department for their recommendations. |
| <input type="checkbox"/> | <input type="checkbox"/> | Are fire exits clearly marked and pathways to the exits clear?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Have employees been told what to do in case of a fire or other emergency?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are there fire extinguishers of the correct type in or close to each classroom and any other work areas?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are the locations of fire extinguishers clearly marked?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Do fire extinguishers have up-to-date inspection tags, and are they inspected monthly?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do employees know how to use the fire extinguishers?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are the fire alarm system and sprinkler system regularly tested?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are there regular fire drills?   |
| <b>Yes</b>               | <b>No</b>                | <b>ELECTRICAL HAZARDS</b>  |
| <input type="checkbox"/> | <input type="checkbox"/> | Have employees who use machinery been told how to recognize when a machine has been locked out (electrical power turned off)?                      |
| <input type="checkbox"/> | <input type="checkbox"/> | Are electrical cords in good condition (no fraying or other defects)?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are power tools and other equipment in good condition?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is all electrical equipment, including power tools, properly grounded?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are there enough outlets so extension cords don't have to be used?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are cords kept out of areas where someone could trip over them, or where they could be damaged?  |
| <b>Yes</b>               | <b>No</b>                | <b>LIGHTING</b>  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there adequate lighting throughout the school, including outdoors for after-school activities?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are the areas around all machines well lighted?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are outside pathways and parking lots adequately lighted at night?   |



- | <b>Yes</b>               | <b>No</b>                | <b>MACHINE GUARDING AND MECHANICAL SAFETY</b>   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Are machines securely attached to the floor?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Do machines in work areas and vocational classrooms have guards on them?                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Have employees been told to report missing machine guards to their supervisors?                     |
| <input type="checkbox"/> | <input type="checkbox"/> | Do employees know how to turn off machines in an emergency?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Have employees been trained in how to work safely around machines?                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are emergency cut-off switches easily located and identified, and do employees know where they are? |

- | <b>Yes</b>               | <b>No</b>                | <b>OTHER SAFETY ISSUES</b>   |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Are hot surfaces in school kitchens and cafeterias guarded to prevent accidental contact?          |
| <input type="checkbox"/> | <input type="checkbox"/> | Are sharp objects properly stored so they don't present a hazard?                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are any trenches properly shored?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Do furniture and equipment have seismic restraints or bracing?                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | Is shelving secured to walls?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a security system to protect against intruders who might commit an assault in the school? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the district's water fountain flushing program in place?  |

- | <b>Yes</b>               | <b>No</b>                | <b>CHEMICAL HAZARDS</b>  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Are chemicals (including pesticides, laboratory chemicals, art supplies, and cleaning products) properly labeled and stored?                   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are flammable and combustible liquids inside the school buildings stored in flammable liquids cabinets?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Has an inventory been done of toxic substances used in the school?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Has monitoring been done to make sure exposure levels are within legal limits?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Have the buildings been assessed for potential lead paint hazards, and have Cal/OSHA Lead in Construction Standard requirements been followed? |

## INSPECTION CHECKLIST

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Have the buildings been assessed for asbestos and has AHERA Compliance been maintained?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are records of monitoring results available to employees?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are maintenance workers and other employees told where Material Safety Data Sheets on chemicals are kept?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there adequate ventilation to keep levels of dust, vapors, gases, and fumes as low as possible?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are local exhaust ventilation systems (such as fume hoods) provided in science labs where toxic chemicals are used, and are they tested regularly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is annual training being conducted for all employees who use chemicals?  |

<b>Yes</b>	<b>No</b>	<b>BIOLOGICAL HAZARDS, SANITATION, AND HOUSEKEEPING</b>
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- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Are adequate toilet facilities provided and well maintained?                                       |
| <input type="checkbox"/> | <input type="checkbox"/> | Are there sinks with hot and cold water, and disposable hand towels?                               |
| <input type="checkbox"/> | <input type="checkbox"/> | Are insects and rodents adequately controlled?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are there clean eating areas separate from work and chemical storage areas?                        |
| <input type="checkbox"/> | <input type="checkbox"/> | Are there enough trash containers and are they well-maintained, leak-proof, and emptied regularly? |

<b>Yes</b>	<b>No</b>	<b>ERGONOMIC HAZARDS</b>
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- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Can employees get help when lifting more than 30 pounds (as per NIOSH's recommendation)?               |
| <input type="checkbox"/> | <input type="checkbox"/> | Have employees been trained in proper lifting methods?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are mechanical lifting devices available if needed?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are job tasks that require repetitive movements varied or rotated?                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | Are computer workstations set up to avoid awkward postures and to fit the individual needs of workers? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are employees able to avoid standing or sitting for long periods of time?                              |

**Yes    No    NOISE**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Do workers feel noise levels are comfortable?                   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a program for noise reduction?                         |
| <input type="checkbox"/> | <input type="checkbox"/> | Do workers know when and where hearing protection is necessary? |

**Yes    No    PERSONAL PROTECTIVE EQUIPMENT**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Is personal protective equipment (PPE) provided as needed (coveralls, gloves, eye protection, respirators, earplugs, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have workers using PPE been trained in its proper use?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is PPE cleaned, maintained, and stored properly?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are multiple sizes of PPE available to fit different workers?   |
| <input type="checkbox"/> | <input type="checkbox"/> | If respirators are used, have workers been fit-tested and is there a Respiratory Protection Program?                        |

**In addition to doing a walkaround inspection to identify possible hazards, you can also check for the following general workplace issues.**

**Yes    No    GENERAL WORKPLACE ISSUES**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Does the workplace have a written Injury and Illness Prevention Program (IIPP) as required by Cal/OSHA, and has a responsible person been identified? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have all employees received health and safety training?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there someone in the school trained in first aid and CPR?<br>Who? _____  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a written Emergency Action Plan and have all employees and students been trained in what to do during an emergency?                          |

# HAZARD CORRECTION TRACKING FORM

TOOL 3

1



Safety/Health Problem	Date Reported	Action Needed	Who is Responsible	Anticipated Completion Date	Date Action Completed	Follow Up Needed





# TEACHING IN A SAFE CLASSROOM:

## A Health and Safety Tip Sheet for Teachers and Paraeducators



Whether you are a teacher or paraeducator, you have a strong commitment to the well-being and academic success of your students. Taking care of your own health and safety at work helps you meet these goals by avoiding injuries and illnesses that could mean time away from work.

A little planning will go a long way toward making your work environment safer. These three steps will help you get started:

1. Identify job hazards
2. Work towards solutions
3. Follow up and share your successes

### Step 1. Identify job hazards

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The chart on the following pages lists many of the common hazards that affect teachers and paraeducators. Use this chart to identify the hazards relevant to your work. Talk to your co-workers to find out if they have similar concerns. Report any hazards to your supervisor.

### Step 2. Work towards solutions

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The chart also offers tips for reducing hazards. Develop a plan to implement the changes that are needed. Some suggestions:

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your school's site safety coordinator, union, and co-workers.
- Share your ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that reduce the hazard; and/or (3) using personal protective equipment.
- Find out if there are laws that support the change you need.

### \* Did you know?

- School employees as a whole have a higher rate of work-related injuries and illnesses than do other California workers.
- Teachers have higher rates of respiratory infections than other workers.
- Common health problems linked to teaching include slips and falls, infectious disease, musculoskeletal injuries, and violent assaults.



## Common Job Hazards and Safety Tips for Teachers and Paraeducators

### Slip and Fall Hazards

The most common accidents in schools are slips, trips, and falls. These injuries can be caused by slippery or uneven walking surfaces. Here are some tips to prevent slips and falls:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• If you need to reach high places, never stand on a chair or desk. Use a ladder or footstool, or ask a custodian for help.</li> <li>• Keep classrooms free of clutter.</li> </ul> | <ul style="list-style-type: none"> <li>• Make sure shelves and storage racks are stable and secured.</li> <li>• Wear shoes with non-skid soles.</li> <li>• Be aware of caution signs for maintenance and construction projects.</li> </ul> |
|---|--|

### Ergonomic Hazards

These are caused by poor job design that results in sprains, strains, and other wear and tear on the body. Ergonomic hazards include: lifting heavy objects, bending to help students, staying on your feet for long periods of time, or moving students with physical disabilities.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• When you work on a computer:             <ul style="list-style-type: none"> <li>- Position the chair and desk so that your knees and forearms are at 90 degree angles, with wrists straight and feet flat on the floor or on a footrest.</li> <li>- The top of your screen should be at or just below eye level, and 16-22 inches away.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Avoid using chairs or other furniture designed for children.</li> <li>• Ask for help when lifting students, heavy objects or moving equipment.</li> <li>• Obtain the SASH ergonomics fact sheet for additional practical tips.</li> </ul> |
|---|--|

### Infectious Disease

You could be exposed to many different viruses and bacteria, such as the common cold, flu, HIV, and Hepatitis B. Remember that some diseases common in children are more dangerous to adults. If you are a paraeducator, you may be exposed to bodily fluids while helping children use the toilet.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Wash your hands frequently, and encourage your students to do the same.</li> <li>• Teach students to cover their mouths when they cough or sneeze.</li> <li>• Stay home if you're sick!</li> <li>• If you provide first aid to students, you may need a Hepatitis B vaccine and bloodborne pathogens training.</li> </ul> | <ul style="list-style-type: none"> <li>• If you may come into contact with blood or other bodily fluids:             <ul style="list-style-type: none"> <li>- wear disposable gloves;</li> <li>- wash your hands with soap and water; and</li> <li>- disinfect any equipment or work areas that are affected.</li> </ul> </li> </ul> |
|--|--|





### Violence and Aggressive Student Behavior

About three-quarters of all public schools experience one or more violent incidents of crime every year; almost half report thefts. Teachers and school staff have some of the highest rates of workplace assault. Special education teachers and paraeducators may be at particular risk of dealing with student behavioral issues, such as biting and hitting.

<ul style="list-style-type: none"> <li>• Report to maintenance staff any locks and alarms that are not working.</li> <li>• Set up a communication system if you're working alone at night or when school is out. Use a buddy system. Notify administrators if you are working late.</li> <li>• Check with administration on the reporting process for violent incidents and threats</li> <li>• Put your personal belongings in a secure place.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure the school requires parents and visitors to sign in at the main office.</li> <li>• Advocate for workplace violence training for all school staff.</li> <li>• Obtain the SASH emergencies fact sheet for additional practical tips.</li> <li>• Work with the district to develop and implement safety procedures and training programs on handling student behavioral problems.</li> </ul>
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### Stress

High stakes exams, overcrowded classrooms, disruptive students, angry parents, and budget cuts can all cause stress. Ignoring stress can result in health symptoms that can lead to hypertension or heart disease.

<ul style="list-style-type: none"> <li>• Make a list of what is causing stress at work and think about ways to reduce these problems. Start by selecting one or two issues to work on so you don't feel overwhelmed.</li> <li>• Talk to co-workers and friends about your issues.</li> <li>• Find some time to relax each day. Having 20 minutes or so of quiet time helps relieve stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to get regular exercise.</li> <li>• Eat a well-balanced, healthy diet.</li> </ul> 
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### Poor Indoor Air Quality

Poor air quality can contribute to respiratory problems and voice disorders. A lack of fresh air, poor ventilation, molds, and bacteria can all reduce air quality in schools. Portables or relocatable buildings made with pressed wood may release formaldehyde.

<ul style="list-style-type: none"> <li>• Open doors and windows to get fresh air.</li> <li>• Verify that the heating, ventilation, and air conditioning (HVAC) system is working. The HVAC system should be inspected annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Report water leaks or signs of dampness right away.</li> </ul>
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## A HEALTH AND SAFETY TIP SHEET FOR TEACHERS AND PARAEDUCATORS



### Chemicals

Many types of chemicals are used in the classroom, such as cleaning products, pesticides, and, in older buildings, asbestos in flooring or ceiling tiles.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Find out what types of chemicals are present in the school.</li> <li>• If you use chemicals in your class:             <ul style="list-style-type: none"> <li>- Use the least toxic chemical you can.</li> <li>- Make sure all chemicals are labeled. If you put chemicals into a different container, label the new container.</li> <li>- Obtain a Material Data Safety Sheet (MSDS)* for each product.</li> <li>- Ask for chemicals training.</li> <li>- Ventilate your classroom.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Call maintenance if there is a possibility of lead or asbestos exposure. Lead can be found on painted surfaces and can be disturbed during repairs. Asbestos could be found in spray-on insulation, ceiling tiles, flooring or pipe insulation and is only a hazard if it is disturbed.</li> <li>• To reduce the need for pesticides, make sure classrooms are cleaned well after eating or drinking, and have any cracks and crevices in the classroom repaired.</li> <li>• Ask for chemicals training. Be familiar with the emergency plan in case of a chemical accident.</li> <li>• If you teach vocational education programs or classes such as wood shop, industrial arts, or metal shop, you may need additional training on chemical, machinery, electrical, noise, and fire hazards.</li> </ul> |
|--|--|

**\*What is an MSDS?** An MSDS is a Material Safety Data Sheet prepared by the manufacturer of a chemical or product. It provides detailed information about a chemical, such as how to protect yourself (including the use of gloves, respirators, or other protective gear), how to store the chemical, and what to do in an emergency. Your supervisor must provide the MSDS on request.



## Step 3. Follow up and share your successes

Once you've identified the hazards and solutions, follow up to make sure the changes are implemented. Contact your district's or school's site safety coordinator for help or suggestions. Share your successes with your co-workers and your supervisor.

### School Site Safety Coordinator

The person in charge of health and safety at your **school** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### District Resource

The person in charge of health and safety at your **district** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### Reporting Injuries and Illnesses

It is important to report work-related injuries and illnesses. You cannot be discriminated against or punished for doing so. If you have a work-related injury or illness, contact:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

### To learn more....

Go to the SASH website at [www.dir.ca.gov/CHSWC/SASH](http://www.dir.ca.gov/CHSWC/SASH) and click on Hazards by Occupation. Or call **510-643-4335**.

## \* Safety Pays

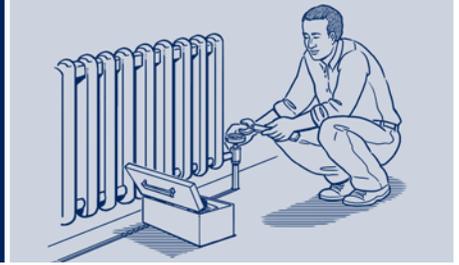
Although resources are limited in school districts, some solutions do not require extra money.

Preventing injuries can actually **SAVE** lives and **SAVE** money by:

- reducing workers' compensation claims;
- avoiding loss in productivity when injuries occur; and
- improving employee morale!

# MAINTAINING SAFETY:

## A Health and Safety Tip Sheet for School Maintenance Staff



Maintenance and facilities staff members keep schools operational, safe, and comfortable for students and staff. From fixing clogged drains to maintaining heating and air conditioning systems, the maintenance staff brings a range of skills to the job. Taking care of your own safety ensures you will be there to continue your important work.

A little planning will go a long way toward making your work environment safer. These three steps will help you get started:

1. Identify job hazards
2. Work towards solutions
3. Follow up and share your successes

### Step 1. Identify job hazards

The chart on the following pages lists many of the common hazards that affect maintenance staff. Use this chart to identify the hazards relevant to your work. Talk to your co-workers to find out if they have similar concerns. Report any hazards to your supervisor.

### Step 2. Work towards solutions

The chart also offers tips for reducing hazards. Develop a plan to implement the changes that are needed. Some suggestions:

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your school's site safety coordinator, union, and co-workers.
- Share your ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that reduce the hazard; and/or (3) using personal protective equipment.
- Find out if there are laws that support the change you need.

### \* Did you know?

- School employees as a whole have a higher rate of work-related injuries and illnesses than do other California workers.
- Musculoskeletal injuries and back strain are common among maintenance workers.
- Common accidents include falls, trip and falls.
- Women are especially at risk in this job since most equipment is designed for men.



## Common Job Hazards and Safety Tips for School Maintenance Staff

### Slip and Fall Hazards

Slippery or uneven walking surfaces are the most common causes of slips and falls in schools. Here are some tips to prevent slips and falls:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Identify the cause of the slippery floor and address the problem to eliminate the hazard.</li> <li>• Clean up spills in your work area immediately.</li> <li>• Use warning signs to keep people away from wet floors.</li> <li>• Always use a ladder or footstool to reach for objects. Never use a box or cart. Ask for help if needed.</li> </ul> | <ul style="list-style-type: none"> <li>• When using a ladder, put the ladder on a stable, dry surface. Make sure it is fully open and locked. Do not stand on the top two rungs of the ladder. Ask for ladder safety training. You may also need training in fall protection.</li> <li>• Make sure shelves and storage racks are stable and secured.</li> <li>• Wear shoes with non-skid soles.</li> </ul> |
|--|--|

### Ergonomic Hazards

These are caused by poor job design that results in sprains, strains, and other wear and tear on the body. Ergonomic hazards include: lifting heavy objects, moving heavy equipment, repeating the same motion over and over again, or using power tools that vibrate.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Follow guidelines for proper lifting:             <ul style="list-style-type: none"> <li>- Keep the load close to your body;</li> <li>- Squat and lift with your legs; back straight</li> <li>- Do not twist.</li> </ul> </li> <li>• Use a dolly or cart to move heavy objects. Get help if the load is too heavy to lift. Do not rely on back belts.</li> </ul> | <ul style="list-style-type: none"> <li>• If moving equipment around, push instead of pull.</li> <li>• Obtain the SASH ergonomics fact sheet for additional practical tips.</li> </ul> |
|---|---|





### Power Tools and Equipment

Employees who use power tools may be exposed to falling, flying, abrasive, or splashing objects, or to harmful dusts, fumes, mists, vapors, or gases. Broken equipment poses hazards such as moving parts, hot surfaces, and electrical shock.

<ul style="list-style-type: none"><li>• Check all equipment for loose, broken, or damaged parts before use. Immediately report any damaged equipment, such as frayed wires or electrical cords.</li><li>• Dry your hands before touching electrical equipment. Keep electrical equipment away from water.</li><li>• Disconnect an electrical plug by pulling on the plug, not the cord.</li><li>• Make sure equipment is in the “Power off” position before plugging it into an outlet.</li><li>• Immediately turn off the power if you smell burning plastic or smoke, see sparks, or feel tingling or a shock. Do not use the equipment. Report the problem immediately.</li></ul>	<ul style="list-style-type: none"><li>• Follow the manufacturers’ instructions for proper maintenance and repair, and replace any equipment that is not safe.</li><li>• Make sure safety guards are in place.</li><li>• Follow steps for proper lock out/tag out when servicing equipment. Turn off and disconnect the equipment. Make sure the source of power has a lock or a tag.</li><li>• Ask your supervisor for appropriate personal protective equipment such as goggles, respirators, and hearing protection.</li><li>• Advocate for CPR training so that you and others can administer CPR to a victim of electrical shock.</li></ul>
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### Poor Indoor Air Quality

A lack of fresh air, poor ventilation, molds, and bacteria can all reduce air quality in schools.

<ul style="list-style-type: none"><li>• Verify that the heating, ventilation and air conditioning (HVAC) system is working well. The HVAC system should be inspected annually.</li></ul>	<ul style="list-style-type: none"><li>• Inspect ceiling tiles, floors, and walls for leaks or discoloration, and check areas where moisture is commonly generated (kitchen, locker rooms, bathrooms). Make sure there are no signs of water damage.</li></ul>
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## Chemicals

Pesticides or other cleaning chemicals can be very toxic. In performing regular maintenance, there is also a chance you could be exposed to lead or even asbestos. Ninety-six percent of elementary schools in California have lead paint, even in some of the newer buildings. If surfaces have lead paint, even a small maintenance job like drilling a hole can produce enough lead dust to poison a child. Asbestos can be found in spray-on insulation, ceiling tiles, flooring, or pipe insulation and is only a hazard if it is exposed.

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| <ul style="list-style-type: none"> <li>• Find out what types of chemicals are present in your work area.</li> <li>• Ask your supervisor to provide less toxic chemicals when possible. For example, use less toxic pesticides, substitute water-based paints for solvent-based paints, or use a plumber's snake instead of drain-cleaning chemicals.</li> <li>• Work with school staff to reduce the need for pesticides. Ask them to clean up food and drinks in classrooms and to inform you of any cracks or crevices that need repair.</li> <li>• Ventilate the area as well as possible.</li> <li>• Make sure all chemicals are labeled and that you have a Material Safety Data Sheet (MSDS)* for each product. If you put chemicals into a different container, label the new container.</li> </ul> | <ul style="list-style-type: none"> <li>• Bring clean clothes and shoes to change into at the end of the work shift so you do not bring any chemicals home. Wash your work clothes separately from other clothes.</li> <li>• Ask your supervisor for chemicals training, including how to use gloves, respirators or other protective gear, as indicated by the MSDS. Be familiar with the emergency plan in case of a chemical accident.</li> <li>• Obtain specific training on hazardous waste management if you handle or store any hazardous waste at your school.</li> <li>• Find out if you could be exposed to lead or asbestos. See Lead-Safe Schools materials at <a href="http://www.lohp.org">www.lohp.org</a> for safe work practices. Before doing work on surfaces that may contain asbestos, find out if you need additional training, personal protective equipment, or other precautions!</li> </ul> |
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**\*What is an MSDS?** An MSDS is a Material Safety Data Sheet prepared by the manufacturer of a chemical or product. It provides detailed information about a chemical, such as how to protect yourself (including the use of gloves, respirators, or other protective gear), how to store the chemical, and what to do in an emergency. Your supervisor must provide the MSDS on request.



## Step 3. Follow up and share your successes

Once you've identified the hazards and solutions, follow up to make sure the changes are implemented. Contact your district's or school's site safety coordinator for help or suggestions. Share your successes with your co-workers and your supervisor.

### School Site Safety Coordinator

The person in charge of health and safety at your **school** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### District Resource

The person in charge of health and safety at your **district** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### Reporting Injuries and Illnesses

It is important to report work-related injuries and illnesses. You cannot be discriminated against or punished for doing so. If you have a work-related injury or illness, contact:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

### To learn more....

Go to the SASH website at [www.dir.ca.gov/CHSWC/SASH](http://www.dir.ca.gov/CHSWC/SASH) and click on Hazards by Occupation. Or call **510-643-4335**.

## \* Safety Pays

Although resources are limited in school districts, some solutions do not require extra money.

Preventing injuries can actually **SAVE** lives and **SAVE** money by:

- reducing workers' compensation claims;
- avoiding loss in productivity when injuries occur; and
- improving employee morale!

# GROUNDS FOR A SAFE SCHOOL:

## A Health and Safety Tip Sheet for School Groundskeepers



As school groundskeepers, you work hard to keep grassy areas and play structures neat and safe for students. When you take care of your own health and safety at work, you avoid disruptions in your life and on school grounds, and can continue providing this important service to students.

A little planning will go a long way toward making your work environment safer. These three steps will help you get started:

1. Identify job hazards
2. Work towards solutions
3. Follow up and share your successes

### Step 1. Identify job hazards

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The chart on the following pages lists many of the common hazards that affect groundskeepers. Use this chart to identify the hazards relevant to your work. Talk to your co-workers to find out if they have similar concerns. Report any hazards to your supervisor.

### Step 2. Work towards solutions

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The chart also offers tips for reducing hazards. Develop a plan to implement the changes that are needed. Some suggestions:

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your school's site safety coordinator, union, and co-workers.
- Share your ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that reduce the hazard; and/or (3) using personal protective equipment.
- Find out if there are laws that support the change you need.

### \* Did you know?

- School employees as a whole have a higher rate of work-related injuries and illnesses than do other California workers.
- The most common cause of death for grounds maintenance workers in 2006 was using or operating tools or machinery.
- Common injuries to school groundskeepers include sprains, strains and tears, bruises, abrasions, and pain in the back, shoulders, wrists, and hands.



## Common Job Hazards and Safety Tips for School Groundskeepers

### Power Tools and Equipment

Employees who use power tools may be exposed to falling or sharp objects, or to harmful dusts or fumes. Broken equipment poses hazards such as moving parts, hot surfaces, and electrical shock. Here are some tips to prevent injuries from power tools:

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| <ul style="list-style-type: none"> <li>• Check all equipment for loose, broken, or damaged parts before use. Immediately report any damaged equipment, such as frayed wires.</li> <li>• Follow the manufacturers' instructions for proper maintenance and repair, and replace any equipment that is not safe.</li> <li>• Inspect the work area for hazards. Remove sticks, bottles, hidden wires, posts, and other debris.</li> <li>• Never operate gasoline- or diesel-powered equipment indoors; this prevents deadly levels of carbon monoxide from building up.</li> </ul> | <ul style="list-style-type: none"> <li>• Keep lawnmower blades sharp.</li> <li>• Use tools with padded handles to minimize vibration.</li> <li>• Ask your supervisor for high-top boots with steel-reinforced toes to protect against falling or abrasive objects.</li> <li>• Ask your supervisor for appropriate personal protective equipment such as goggles, gloves, respirators, and hearing protection.</li> <li>• Be sure emergency phone numbers are clearly posted and that a first aid kit is available and fully stocked.</li> </ul> |
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### Ergonomic Hazards

Groundskeepers can suffer from chronic lower back pain, muscle strains, ligament and tendon injuries, spinal disc degeneration, shoulder injuries, and tennis elbow from repeated motions and heavy lifting.

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| <ul style="list-style-type: none"> <li>• Follow guidelines for proper lifting:               <ul style="list-style-type: none"> <li>- Keep the load close to your body;</li> <li>- Squat and lift with your legs;</li> <li>- Keep your back straight; and</li> <li>- Do not twist.</li> </ul> </li> <li>• Use a dolly, cart, or hydraulic lift to move heavy objects such as bags of fertilizer or soil. Get help if the load is too heavy to lift. Do not rely on back belts.</li> </ul> | <ul style="list-style-type: none"> <li>• Store the heaviest items on shelves at waist height.</li> <li>• Stand and do gentle stretches when possible.</li> <li>• Obtain the SASH ergonomics fact sheet for additional practical tips.</li> </ul> |
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### Chemicals

Groundskeepers routinely use pesticides, fungicides, herbicides, insecticides, rodenticides, sanitizers, and other hazardous chemicals as part of their job.

<ul style="list-style-type: none"> <li>• Find out what types of chemicals are present in your work area.</li> <li>• Ask your supervisor to provide less toxic chemicals when possible.</li> <li>• Ask your supervisor for chemicals training, including how to use gloves, respirators or other protective gear, as indicated by the MSDS. Be familiar with the emergency plan in case of a chemical accident.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure all chemicals you use are labeled and that you have a Material Safety Data Sheet (MSDS)* for each product. If you put chemicals into a different container, label the new container.</li> <li>• Bring clean clothes and shoes to change into at the end of the work shift so you do not bring any chemicals home. Wash your work clothes separately from other clothes.</li> </ul>
<p><b>*What is an MSDS?</b> An MSDS is a Material Safety Data Sheet prepared by the manufacturer of a chemical or product. It provides detailed information about a chemical, such as how to protect yourself (including the use of gloves, respirators, or other protective gear), how to store the chemical, and what to do in an emergency. Your supervisor must provide the MSDS on request.</p>	

### Slip and Fall Hazards

Slippery or uneven walking surfaces are the most common causes of slips and falls in schools.

<ul style="list-style-type: none"> <li>• Identify the cause of the slippery floor and address the problem to eliminate the hazard.</li> <li>• Always use a ladder or footstool to reach for objects. Never use a box or cart. Ask for help if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• When using a ladder, put the ladder on a stable, dry surface. Make sure it is fully open and locked. Do not stand on the top two rungs of the ladder. Ask for ladder safety training. You may also need training in fall protection.</li> <li>• Wear shoes with non-skid soles.</li> </ul>
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### Noise

Some power tools (such as leaf blowers) can be loud enough to damage your hearing permanently.

<ul style="list-style-type: none"> <li>• Ask your supervisor to provide ear muffs or ear plugs as needed to protect your hearing when using power equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your supervisor to post a copy of the OSHA noise standard in the workroom.</li> <li>• Make sure powered equipment is in good condition; this will help reduce noise.</li> </ul>
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## A HEALTH AND SAFETY TIP SHEET FOR SCHOOL GROUNDSKEEPERS



### Heat/Sun

School groundskeepers spend a lot of time outdoors and in the sun. Workers who spend many hours outdoors under the sun are at risk of heat illness, which can lead to death. Exposure to the sun can also cause problems such as cataracts and skin cancer. Cal/OSHA's Heat Illness standard requires that workers be provided water, shade for rest breaks, and training.

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| <ul style="list-style-type: none"> <li>• Use wrap-around sunglasses with UVA/UVB protection to reduce your risk of cataracts.</li> <li>• Wear thin, light-colored long pants, long-sleeve shirt, and a hat.</li> <li>• Use sun screen even on body parts covered from the sun.</li> <li>• Take rest breaks in the shade.</li> </ul> | <ul style="list-style-type: none"> <li>• Drink plenty of cool, potable water throughout the day.</li> <li>• Watch for symptoms of heat illness.</li> <li>• Check your body every month for any spots on the skin that have changed in size, shape, or color. See a doctor right away if you find any abnormalities.</li> <li>• Ask your supervisor for training on preventing heat illness.</li> </ul> |
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### Electrical Hazards

Working with electrical equipment (such as mowers) can expose you to electrical current, which can cause shock, injury, and sometimes death. Landscape service workers are more likely to die by electrocution than the average U.S. worker.

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| <ul style="list-style-type: none"> <li>• Immediately turn off the power if you smell burning plastic or smoke, see sparks, or feel tingling or a shock. Do not use the equipment. Report the problem immediately</li> <li>• Ask for training on electrical hazards.</li> <li>• Follow steps for proper lock out/tag out when servicing equipment. Turn off and disconnect the equipment. Make sure the source of power has a lock or a tag.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask your supervisor to make sure that ground fault circuit interrupters (GFCIs) of the breaker or receptacle type are being used.</li> <li>• Make sure electrical connections are suitable for the type of tool being used and the working conditions (wet, dusty, flammable vapors).</li> <li>• Advocate for CPR training.</li> </ul> |
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## Step 3. Follow up and share your successes

Once you've identified the hazards and solutions, follow up to make sure the changes are implemented. Contact your district's or school's safety coordinator for help or suggestions. Share your successes with your co-workers and your supervisor.

### School Site Safety Coordinator

The person in charge of health and safety at your **school** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### District Resource

The person in charge of health and safety at your **district** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### Reporting Injuries and Illnesses

It is important to report work-related injuries and illnesses. You cannot be discriminated against or punished for doing so. If you have a work-related injury or illness, contact:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

### To learn more....

Go to the SASH website at [www.dir.ca.gov/CHSWC/SASH](http://www.dir.ca.gov/CHSWC/SASH) and click on Hazards by Occupation. Or call **510-643-4335**.

## \* Safety Pays

Although resources are limited in school districts, some solutions do not require extra money.

Preventing injuries can actually **SAVE** lives and **SAVE** money by:

- reducing workers' compensation claims;
- avoiding loss in productivity when injuries occur; and
- improving employee morale!

# SERVING UP SAFETY:

## A Health and Safety Tip Sheet for School Food Service Employees



Whether preparing food, serving food, or keeping the cafeteria clean, you provide nourishing meals so that children can thrive in the classrooms and on the playground. When you take care of your own health and safety at work, you avoid disruptions in your life, and can continue providing this important service to students.

A little planning will go a long way toward making your work environment safer. These three steps will help you get started:

1. Identify job hazards
2. Work towards solutions
3. Follow up and share your successes

### Step 1. Identify job hazards

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The chart on the following pages lists many of the common hazards that affect food service employees. Use this chart to identify the hazards relevant to your work. Talk to your co-workers to find out if they have similar concerns. Report any hazards to your supervisor.

### Step 2. Work towards solutions

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The chart also offers tips for reducing hazards. Develop a plan to implement the changes that are needed. Some suggestions:

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your school's site safety coordinator, union, and co-workers.
- Share your ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that reduce the hazard; and/or (3) using personal protective equipment.
- Find out if there are laws that support the change you need.

### \* Did you know?

- School employees as a whole have a higher rate of work-related injuries and illnesses than do other California workers.
- Some of the most common injuries among food service employees are caused by knives, slicers, grinders, food processors, broken glass, and dishware.
- Food service employees suffer from overexertion, often caused by lifting, and are sometimes injured by slips, trips, and falls.
- Employees working in central kitchens may be at greater risk of injury.



## Common Job Hazards and Safety Tips for School Food Service Employees

### Sharp Objects

Food service employees are often in contact with knives, slicers, grinders, food processors, broken glass, and other sharp objects. Here are some tips to prevent injuries from sharp objects:

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| <ul style="list-style-type: none"> <li>• Use knives that are the right size and type for your task.</li> <li>• Keep knives sharp.</li> <li>• Place a damp cloth under your cutting board to prevent slipping. When cutting, tuck in fingers on the hand that is holding the food.</li> <li>• If you are doing a lot of cutting, wear cut-resistant gloves that cover the wrists, fit well, and have sturdy, tightly-woven seams.</li> <li>• Do not place sharp objects in sinks filled with soapy water.</li> <li>• Before using a machine (such as a slicer), make sure machine guards are in place.</li> </ul> | <ul style="list-style-type: none"> <li>• Keep hands, face, hair, clothing, and jewelry away from moving machine parts.</li> <li>• Designate one clearly-marked trash can for broken glass and sharp can lids.</li> <li>• Store glasses, bottles, and dishware away from areas with a lot of foot traffic.</li> <li>• Unplug machines before cleaning them.</li> <li>• Follow steps for proper lock out/tag out when cleaning or servicing equipment. Turn off and disconnect the equipment. Make sure the source of power has a lock or a tag.</li> </ul> |
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### Chemicals

Products used to clean kitchens and cafeterias can be very toxic.

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| <ul style="list-style-type: none"> <li>• Find out what chemicals you use in your work.</li> <li>• Ask your supervisor to provide less toxic chemicals when possible.</li> <li>• Dilute chemicals (such as disinfectant) according to the manufacturer's directions.</li> <li>• Open windows and doors, if possible.</li> <li>• Make sure all chemicals you use are labeled and that you have a Material Safety Data Sheet (MSDS)* for each product.</li> </ul> | <ul style="list-style-type: none"> <li>• Do not mix chemicals unless instructed to by the manufacturer.</li> <li>• Close all containers, especially spray bottles, when not in use.</li> <li>• Ask your supervisor for chemicals training, including how to use gloves, respirators or other protective gear, as indicated by the MSDS. Be familiar with the emergency plan in case of a chemical accident.</li> </ul> |
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**\*What is an MSDS?** An MSDS is a Material Safety Data Sheet prepared by the manufacturer of a chemical or product. It provides detailed information about a chemical, such as how to protect yourself (including the use of gloves, respirators, or other protective gear), how to store the chemical, and what to do in an emergency. Your supervisor must provide the MSDS on request.



### Hot Surfaces

Stove tops, ovens, broilers, grills, deep fryers, and microwave ovens can cause burns.

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| <ul style="list-style-type: none"><li>• Make sure grills and other hot surfaces have built-in guard bars.</li><li>• Avoid overcrowding on range tops.</li><li>• Set pot handles away from burners, and make sure they do not stick out over the edge of the range.</li><li>• Use potholders, gloves, or heat-resistant mitts when checking food on the stove, placing food in boiling water, or reaching into ovens and broilers.</li></ul> | <ul style="list-style-type: none"><li>• Never use wet material (like a damp towel) as a potholder.</li><li>• Use splash guards on fryers. Reduce splattering by drying wet food and brushing off ice crystals before placing food in the fryer basket.</li></ul> |
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### Slips and Falls

Slippery or uneven walking surfaces are the most common causes of slips and falls in schools.

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| <ul style="list-style-type: none"><li>• Clean up food debris on floors immediately. If this is not possible, place a warning cone on the area until debris can be removed.</li><li>• Use non-slip stable floor mats in wet areas.</li><li>• Use warning signs to keep people off wet floors.</li><li>• Keep walkways and work areas free of clutter.</li></ul> | <ul style="list-style-type: none"><li>• Always use a ladder or footstool to reach for objects. Never use a box or cart. Ask for help if needed.</li><li>• When using a ladder, put the ladder on a stable, dry surface. Make sure it is fully open and locked. Do not stand on the top two rungs of the ladder.</li><li>• Make sure shelves and storage racks are stable and secured.</li><li>• Wear shoes with non-skid soles.</li></ul> |
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## A HEALTH AND SAFETY TIP SHEET FOR SCHOOL FOOD SERVICE EMPLOYEES



### Ergonomic Hazards

These are caused by poor job design that results in sprains, strains, and other wear and tear on the body. Ergonomic hazards include: lifting or pushing heavy objects, bending to take things out of the oven, and repetitive chopping or dicing.

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| <ul style="list-style-type: none"> <li>• Use smaller, lighter bus pans and trays.</li> <li>• Store heavy items in easy-to-reach areas to avoid overreaching or bending.</li> <li>• Push carts instead of pulling them, when possible.</li> </ul> | <ul style="list-style-type: none"> <li>• Use floor mats to protect against constant impact with hard surfaces.</li> <li>• Obtain the SASH ergonomics fact sheet for additional practical tips.</li> </ul> |
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### Infectious Diseases

You could be exposed to many different viruses and bacteria, such as the common cold, flu, HIV, and Hepatitis B.

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| <ul style="list-style-type: none"> <li>• If you may come into contact with blood or other bodily fluids:             <ul style="list-style-type: none"> <li>- wear disposable gloves;</li> <li>- wash your hands with soap and water; and</li> <li>- disinfect any equipment or work areas that are affected.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Wash your hands frequently.</li> </ul>  |
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Adapted from: Small Business Resources: Restaurants, Worker Occupational Safety and Health Training and Education Program, Commission on Health and Safety and Workers' Compensation, 2009.



## Step 3. Follow up and share your successes

Once you've identified the hazards and solutions, follow up to make sure the changes are implemented. Contact your district's or school's safety coordinator for help or suggestions. Share your successes with your co-workers and your supervisor.

### School Site Safety Coordinator

The person in charge of health and safety at your **school** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### District Resource

The person in charge of health and safety at your **district** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### Reporting Injuries and Illnesses

It is important to report work-related injuries and illnesses. You cannot be discriminated against or punished for doing so. If you have a work-related injury or illness, contact:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

### To learn more....

Go to the SASH website at [www.dir.ca.gov/CHSWC/SASH](http://www.dir.ca.gov/CHSWC/SASH) and click on Hazards by Occupation. Or call **510-643-4335**.

## \* Safety Pays

Although resources are limited in school districts, some solutions do not require extra money.

Preventing injuries can actually **SAVE** lives and **SAVE** money by:

- reducing workers' compensation claims;
- avoiding loss in productivity when injuries occur; and
- improving employee morale!

# CUSTODIANS OF SAFETY:

## A Health and Safety Tip Sheet for School Custodians



As custodians, you keep schools safe and clean for students and staff. When you take care of your own health and safety at work, you avoid disruptions in your life and at work, and can continue providing an important service to students.

A little planning will go a long way toward making your work environment safer. These three steps will help you get started:

1. Identify job hazards
2. Work towards solutions
3. Follow up and share your successes

### Step 1. Identify job hazards

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The chart on the following pages lists many of the common hazards that affect custodians. Use this chart to identify the hazards relevant to your work. Talk to your co-workers to find out if they have similar concerns. Report any hazards to your supervisor.

### Step 2. Work towards solutions

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The chart also offers tips for reducing hazards. Develop a plan to implement the changes that are needed. Some suggestions:

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your school's site safety coordinator, union, and co-workers.
- Share your ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that reduce the hazard; and/or (3) using personal protective equipment.
- Find out if there are laws that support the change you need.

### \* Did you know?

- School employees as a whole have a higher rate of work-related injuries and illnesses than do other California workers.
- Slips, trips, and falls are the leading causes of injuries among custodians.
- Exposure to hazardous cleaning chemicals can cause eye irritation, skin rashes, coughing, dizziness, and more serious illnesses. Many of these illnesses are never reported.



## Common Job Hazards and Safety Tips for School Custodians

### Slip and Fall Hazards

Slippery or uneven walking surfaces are the most common causes of slips and falls in schools. Here are some tips to prevent slips and falls:

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| <ul style="list-style-type: none"> <li>• Clean up spills immediately.</li> <li>• Use warning signs to keep people away from wet floors.</li> <li>• Use caution when stripping and waxing floors. Some chemicals make floors slippery.</li> <li>• Always use a ladder or footstool to reach for objects. Never stand on a box or cart.</li> </ul> | <ul style="list-style-type: none"> <li>• When using a ladder, put the ladder on a stable, dry surface. Make sure it is fully open and locked. Do not stand on the top two rungs of the ladder. Ask for ladder safety training.</li> <li>• Make sure shelves and storage racks are stable and secured.</li> <li>• Wear shoes with non-skid soles.</li> </ul> |
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### Ergonomic Hazards

These are caused by poor job design that results in sprains, strains, and other wear and tear on the body. Ergonomic hazards include: lifting heavy objects, reaching for objects, mopping, or vacuuming.

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| <ul style="list-style-type: none"> <li>• Request that your supervisor provide lightweight microfiber mops and long-handled scrubbers.</li> <li>• Place a step-up platform next to the dumpster, if possible.</li> <li>• Use a dolly or rolling cart to move heavy objects.</li> <li>• Drill holes into the bottom of garbage barrels. This makes it easier to lift garbage bags out of the barrel.</li> </ul> | <ul style="list-style-type: none"> <li>• For tasks that require repetitive motions (such as mopping), alternate between the left and right hands.</li> <li>• For backpack vacuums, check proper fit, including use of the support harness. Empty the vacuum bag often to lighten the vacuum.</li> <li>• Obtain the SASH ergonomics fact sheet for additional practical tips.</li> </ul> |
|---|---|





## Chemicals

Products like floor strippers or cleaning solutions can be very toxic.

<ul style="list-style-type: none"> <li>• Find out what chemicals you use in your work.</li> <li>• Ask your supervisor to provide less toxic chemicals when possible.</li> <li>• Open windows and doors, if possible.</li> <li>• Make sure all chemicals you use are labeled and that you have a Material Safety Data Sheet (MSDS)* for each product. If you put chemicals into a different container, label the new container.</li> <li>• Dilute chemicals (such as disinfectant or floor stripper) according to manufacturer's directions.</li> <li>• Do not mix chemicals unless instructed to by the manufacturer. Never mix bleach and ammonia.</li> <li>• Close all containers, especially spray bottles, when not in use.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep floors clean to reduce the need for floor strippers. Use floor mats at all entry ways to catch dirt.</li> <li>• Ask your supervisor for chemicals training, including how to use gloves, respirators or other protective gear, as indicated by the MSDS. Be familiar with the emergency plan in case of a chemical accident.</li> <li>• Call maintenance if you think there is a possibility of lead or asbestos exposure. Lead can be found on painted surfaces and can be disturbed during repairs. Asbestos could be found in spray-on insulation, ceiling tiles, flooring or pipe insulation and is only a hazard if it is disturbed.</li> <li>• Bring clean clothes and shoes to change into at the end of the work shift so you do not bring any chemicals home. Wash your work clothes separately from other clothes.</li> </ul>
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**\*What is an MSDS?** An MSDS is a Material Safety Data Sheet prepared by the manufacturer of a chemical or product. It provides detailed information about a chemical, such as how to protect yourself (including the use of gloves, respirators, or other protective gear), how to store the chemical, and what to do in an emergency. Your supervisor must provide the MSDS on request.

## Electrical Hazards

Working with electrical equipment (such as vacuum cleaners) can expose you to electrical current, which can cause shock, injury, and sometimes death.

<ul style="list-style-type: none"> <li>• Keep electrical equipment away from water.</li> <li>• Dry your hands before touching electrical equipment.</li> <li>• Make sure equipment is in the "Power off" position before plugging it into an outlet</li> <li>• Disconnect an electrical plug by pulling on the plug, not the cord.</li> <li>• Report any damaged equipment, such as frayed electrical cords</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately turn off the power if you smell burning plastic or smoke, see sparks, or feel tingling or a shock. Do not use the equipment. Report the problem immediately.</li> <li>• Follow steps for proper lock out/tag out when servicing equipment. Turn off and disconnect the equipment. Make sure the source of power has a lock or a tag.</li> </ul>
--	--

## A HEALTH AND SAFETY TIP SHEET FOR SCHOOL CUSTODIANS



### Infectious Diseases

Handling garbage bags or trash, such as soiled tissues and sanitary napkins, could put you in contact with infectious materials. You could be exposed to many different viruses and bacteria, such as the common cold, flu, HIV, and Hepatitis B.

- Wash your hands frequently.
- If you may come into contact with blood or other bodily fluids:
  - wear disposable gloves;
  - wash your hands with soap and water; and
  - disinfect any equipment or work areas that are affected.



### Violence and Aggressive Student Behavior

About three-quarters of all public schools experience one or more violent incidents of crime every year; almost half report thefts. Custodians working alone, at night, or during early morning hours face a higher risk of robberies and assaults.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Report to maintenance staff any locks and alarms that are not working.</li> <li>• Work in pairs when possible.</li> <li>• Set up a communication system if you're working alone at night or when school is out</li> <li>• Check with administration on the reporting process for violent incidents and threats.</li> </ul> | <ul style="list-style-type: none"> <li>• Put your personal belongings in a secure place.</li> <li>• Advocate for workplace violence training for all school staff.</li> <li>• Obtain the SASH emergencies fact sheet for additional practical tips.</li> </ul> |
|---|--|

Adapted from: Small Business Resources: Janitorial Services, Worker Occupational Safety and Health Training and Education Program, Commission on Health and Safety and Workers' Compensation, 2009.



### Step 3. Follow up and share your successes

Once you've identified the hazards and solutions, follow up to make sure the changes are implemented. Contact your district's or school's safety coordinator for help or suggestions. Share your successes with your co-workers and your supervisor.

#### School Site Safety Coordinator

The person in charge of health and safety at your **school** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

#### District Resource

The person in charge of health and safety at your **district** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

#### Reporting Injuries and Illnesses

It is important to report work-related injuries and illnesses. You cannot be discriminated against or punished for doing so. If you have a work-related injury or illness, contact:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

#### To learn more....

Go to the SASH website at [www.dir.ca.gov/CHSWC/SASH](http://www.dir.ca.gov/CHSWC/SASH) and click on Hazards by Occupation. Or call **510-643-4335**.

### \* Safety Pays

Although resources are limited in school districts, some solutions do not require extra money.

Preventing injuries can actually **SAVE** lives and **SAVE** money by:

- reducing workers' compensation claims;
- avoiding loss in productivity when injuries occur; and
- improving employee morale!

# SAFELY AT THE CENTER OF IT ALL:

## A Health and Safety Tip Sheet for School Administrative and Office Staff



School and district administrative and office staff juggle many tasks to keep schools running. Whether you produce yearly reports, manage enrollment, or help a child who is not feeling well, you play a vital role. By taking care of your own health and safety at work, you avoid injuries that could mean time away from work.

A little planning will go a long way toward making your work environment safer. These three steps will help you get started:

1. Identify job hazards
2. Work towards solutions
3. Follow up and share your successes

### Step 1. Identify job hazards

---

The chart on the following pages lists many of the common hazards that affect administrative and office staff. Use this chart to identify the hazards relevant to your work. Talk to your co-workers to find out if they have similar concerns. Report any hazards to your supervisor.

### Step 2. Work towards solutions

---

The chart also offers tips for reducing hazards. Develop a plan to implement the changes that are needed. Some suggestions:

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your school's site safety coordinator, union, and co-workers.
- Share your ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that reduce the hazard; and/or (3) using personal protective equipment.
- Find out if there are laws that support the change you need.

### \* Did you know?

- School employees as a whole have a higher rate of work-related injuries and illnesses than do other California workers.
- School administrators and office staff face extra challenges such as working with older equipment and limited funds.
- The most common office accident in schools is falling.



## Common Job Hazards and Safety Tips for School Administrative and Office Staff

### Slip and Fall Hazards

The most common accidents in schools are slips, trips, and falls. These injuries can be caused by slippery or uneven walking surfaces, cluttered walkways or open file drawers.

- |  |   |
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| <ul style="list-style-type: none"> <li>• Identify the cause of the slippery floor and address the problem to eliminate the hazard.</li> <li>• Keep all walkways clear of clutter.</li> <li>• Make sure shelves and storage racks are stable and secured.</li> <li>• Wear shoes with non-skid soles.</li> </ul> | <ul style="list-style-type: none"> <li>• Be aware of caution signs for maintenance and construction projects.</li> <li>• If you need to reach high places, never stand on a chair or desk. Use a ladder or footstool, or ask a custodian for help.</li> </ul> |
|--|---|

### Ergonomic Hazards

These are caused by poor job design that results in sprains, strains, and other wear and tear on the body. Ergonomic hazards include: using a computer, sitting for most of the day, or bending to reach for objects.

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| <ul style="list-style-type: none"> <li>• When you work on a computer:             <ul style="list-style-type: none"> <li>- Position the chair and desk so that your knees and forearms are at 90 degree angles, with wrists straight and feet flat on the floor or on a footrest.</li> <li>- The top of your screen should be at or just below eye level, and 16-22 inches away.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Keep materials you need close by.</li> <li>- Take a brief stretch break each hour.</li> <li>• Avoid moving supplies or equipment without assistance.</li> <li>• Obtain the SASH ergonomics fact sheet for additional practical tips.</li> </ul> |
|---|--|

### Infectious Disease

You could be exposed to many different viruses and bacteria, such as the common cold, flu, HIV, and Hepatitis B. Remember that some diseases common in children are more dangerous to adults.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Wash your hands frequently.</li> <li>• Stay home if you're sick!</li> <li>• If you provide first aid to students, you may need a Hepatitis B vaccine and bloodborne pathogens training.</li> </ul> | <ul style="list-style-type: none"> <li>• If you may come into contact with blood or other bodily fluids:             <ul style="list-style-type: none"> <li>- wear disposable gloves;</li> <li>- wash your hands with soap and water; and</li> <li>- disinfect any equipment or work areas that are affected.</li> </ul> </li> </ul> |
|---|--|





### Poor Indoor Air Quality

Poor air quality can contribute to respiratory problems and voice disorders. A lack of fresh air, poor ventilation, molds, and bacteria can all reduce air quality in schools. Portables and relocatable buildings made with pressed wood may release formaldehyde.

<ul style="list-style-type: none"> <li>• Open doors and windows to get fresh air.</li> <li>• Verify that the heating, ventilation, and air conditioning (HVAC) system is working. The HVAC system should be inspected annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Report water leaks or signs of dampness right away.</li> </ul>
--	---

### Chemicals

Many types of chemicals are used in schools, such as cleaning products, pesticides, and, in older buildings, asbestos in flooring or ceiling tiles.

<ul style="list-style-type: none"> <li>• Find out what types of chemicals are present in the school.</li> <li>• If you use any cleaning supplies, follow safety precautions on the label.</li> <li>• Ask your supervisor to provide less toxic chemicals.</li> <li>• Ventilate the area as well as possible.</li> <li>• Ask your supervisor for chemicals training. Be familiar with the emergency plan in case of a chemical accident.</li> <li>• Make sure all chemicals are labeled and that you have a Material Safety Data Sheet (MSDS)* for each product.</li> </ul>	<ul style="list-style-type: none"> <li>• To reduce the need for pesticides, make sure offices are cleaned well after eating or drinking, and have any cracks and crevices repaired.</li> <li>• Call maintenance if there is a possibility of lead or asbestos exposure. Lead can be found on painted surfaces and can be disturbed during repairs. Asbestos could be found in spray-on insulation, ceiling tiles, flooring or pipe insulation and is only a hazard if it is disturbed.</li> </ul>
--	---

**\*What is an MSDS?** An MSDS is a Material Safety Data Sheet prepared by the manufacturer of a chemical or product. It provides detailed information about a chemical, such as how to protect yourself (including the use of gloves, respirators, or other protective gear), how to store the chemical, and what to do in an emergency. Your supervisor must provide the MSDS on request.



## Stress

Multiple demands, budget cuts, older equipment, new technology, and upset parents can all cause stress. Ignoring stress can result in health symptoms and can escalate to hypertension or heart disease.

- Make a list of what is causing stress at work and think about ways to reduce these problems. Start by selecting one or two issues to work on so you don't feel overwhelmed.
- Talk to co-workers and friends about your issues.
- Find some time to relax each day. Having 20 minutes or so of quiet time helps relieve stress.

- Try to get regular exercise.
- Eat a well-balanced, healthy diet.



## Violence and Aggressive Student Behavior

About three-quarters of all public schools experience one or more violent incidents of crime every year; almost half report thefts.

- Report to maintenance staff any locks and alarms that are not working.
- Set up a communication system if you're working alone at night or when school is out.
- Check your reporting process for violent incidents and threats.

- Make sure the school requires parents and visitors to sign in at the main office.
- Put your personal belongings in a secure place.
- Advocate for workplace violence training for all school staff.
- Obtain the SASH emergencies fact sheet for additional practical tips.



### Step 3. Follow up and share your successes

Once you've identified the hazards and solutions, follow up to make sure the changes are implemented. Contact your district's or school's safety coordinator for help or suggestions. Share your successes with your co-workers and your supervisor.

#### School Site Safety Coordinator

The person in charge of health and safety at your **school** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

#### District Resource

The person in charge of health and safety at your **district** is:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

#### Reporting Injuries and Illnesses

It is important to report work-related injuries and illnesses. You cannot be discriminated against or punished for doing so. If you have a work-related injury or illness, contact:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

#### To learn more....

Go to the SASH website at [www.dir.ca.gov/CHSWC/SASH](http://www.dir.ca.gov/CHSWC/SASH) and click on Hazards by Occupation. Or call **510-643-4335**.

### \* Safety Pays

Although resources are limited in school districts, some solutions do not require extra money.

Preventing injuries can actually **SAVE** lives and **SAVE** money by:

- reducing workers' compensation claims;
- avoiding loss in productivity when injuries occur; and
- improving employee morale!

# DRIVING HOME SAFELY:

## A Health and Safety Tip Sheet for School Bus Drivers



As school bus drivers, you work hard every day to be sure that the students on your bus get to school and back home safely. When you take care of your own health and safety at work, you avoid disruptions in your life and on the bus, and can continue providing this important service to students.

A little planning will go a long way toward making your work environment safer. These three steps will help you get started:

1. Identify job hazards
2. Work towards solutions
3. Follow up and share your successes

### Step 1. Identify job hazards

---

The chart on the following page lists many of the common hazards that affect bus drivers. Use this chart to identify the hazards relevant to your work. Talk to your co-workers to find out if they have similar concerns. Report any hazards to your supervisor.

### Step 2. Work towards solutions

---

The chart also offers tips for reducing hazards. Develop a plan to implement the changes that are needed. Some suggestions:

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your school's site safety coordinator, union, and co-workers.
- Share your ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that reduce the hazard; and/or (3) using personal protective equipment.
- Find out if there are laws that support the change you need.

### \* Did you know?

- School employees as a whole have a higher rate of work-related injuries and illnesses than do other California workers.
- The most common injuries to school bus drivers are sprains, strains and muscle tears.
- The most costly injuries in schools are those related to motor vehicle accidents.



## Common Job Hazards and Safety Tips for School Bus Drivers

### Ergonomic Hazards

The most common musculoskeletal complaint of bus drivers is lower back pain. This can be caused by sitting for long periods of time, by the vibration of the bus, or by lifting students with disabilities. Other problems include sciatica, neck, and shoulder pain. Here are some tips to prevent ergonomic injuries:

- |  |  |
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| <ul style="list-style-type: none"> <li>• Modify your seat with such things as lumbar pillows to support your lower back.</li> <li>• Avoid twisting when getting into and out of the seat. Adjust your equipment when possible to minimize any twisting.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask for help when lifting students and assisting them with their belongings.</li> <li>• Stand and do gentle stretches when possible.</li> <li>• Obtain the SASH ergonomics fact sheet for additional practical tips.</li> </ul> |
|--|--|

### Slip and Fall Hazards

Slips, trips and falls are the most common accidents that happen on school buses. Slippery walks, cluttered aisles, and climbing up and down the stairs can lead to accidents.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Keep aisles and exits free of backpacks, baggage, equipment, and people.</li> <li>• Use handrails when entering and exiting the bus. Make sure handrails are in good condition.</li> </ul> | <ul style="list-style-type: none"> <li>• Wear shoes with non-skid soles.</li> <li>• Be aware of your surroundings. Be alert especially when getting on and off the bus.</li> </ul> |
|---|--|

### Transportation Accidents

Transportation accidents cause about a third of the injuries that occur to school bus drivers.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Find out about fixed hazards on your route such as railroad crossings, dangerous intersections and roadways, tunnels, overpasses, and steep down-hills. Tell other bus drivers about these hazards.</li> <li>• Be prepared for any sudden hazards, such as fog, blinding sunlight, storms, flooded roadways, fallen trees, downed power lines, and traffic accidents.</li> <li>• Ask your supervisor for training on effective ways to deal with both fixed and sudden hazards.</li> <li>• Conduct a pre-trip inspection to be sure that all equipment is in working order. Report any problems to your supervisor.</li> </ul> | <ul style="list-style-type: none"> <li>• Slow down when the weather is bad.</li> <li>• Do not talk on a cell phone when driving.</li> <li>• Have a cell phone or two-way radio available on the bus for emergencies.</li> <li>• Make sure your bus is equipped with a first aid kit and emergency supplies.</li> <li>• Know how to report accidents.</li> <li>• Post a school bus code of conduct on the bus.</li> <li>• Tell students to sit quietly on the bus, face forward, and follow your instructions at all times.</li> </ul> |
|---|---|



### Violence and Aggressive Student Behavior

A 1993 to 1999 U.S. Bureau of Justice Statistics study found that over 100,000 bus drivers experienced workplace violence during this time.

<ul style="list-style-type: none"><li>• Post emergency phone numbers on the bus.</li><li>• Set up a communication system if you're working alone at night or during off hours.</li><li>• Report to maintenance staff any locks and alarms that are not working.</li><li>• Know how to report violent incidents and threats.</li><li>• Request that cameras be installed on buses.</li></ul>	<ul style="list-style-type: none"><li>• Advocate for a transportation policy that states that the bus driver is in charge of what happens on the bus, not students or parents.</li><li>• Advocate for workplace violence training for all school bus drivers.</li><li>• Obtain the SASH emergencies fact sheet for additional practical tips.</li></ul>
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### Diesel Exhaust

School buses emit exhaust fumes that can enter buses through ventilation systems. Studies show exposure to diesel exhaust can cause lung damage, respiratory problems, premature death, and lung cancer.

<ul style="list-style-type: none"><li>• Eliminate unnecessary engine idling, especially at school bus yards in the morning and at school loading zones.</li></ul>	<ul style="list-style-type: none"><li>• Increase the amount of distance between your bus and the vehicle in front of you, especially when following large commercial motor vehicles.</li><li>• Request that the newest buses with cleaner engines be used for the longest trips.</li></ul>
---	--

### Infectious Disease

You could be exposed to many different viruses and bacteria, such as the common cold, flu, HIV, and Hepatitis B. If you are responsible for cleaning up students' blood or vomit, you may be at particular risk.

<ul style="list-style-type: none"><li>• Wash your hands as frequently as possible.</li><li>• Stay home if you're sick!</li><li>• If you provide first aid to students, you may need a Hepatitis B vaccine and bloodborne pathogens training.</li></ul>	<ul style="list-style-type: none"><li>• If you may come into contact with blood or other bodily fluids:<ul style="list-style-type: none"><li>- wear disposable gloves;</li><li>- wash your hands with soap and water; and</li><li>- disinfect any equipment or work areas that are affected.</li></ul></li></ul>
--	--



## A HEALTH AND SAFETY TIP SHEET FOR SCHOOL BUS DRIVERS



### \* Safety Pays

Although resources are limited in school districts, some solutions do not require extra money.

Preventing injuries can actually **SAVE** lives and **SAVE** money by:

- reducing workers' compensation claims;
- avoiding loss in productivity when injuries occur; and
- improving employee morale!

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Once you've identified the hazards and solutions, follow up to make sure the changes are implemented. Contact your district's or school's safety coordinator for help or suggestions. Share your successes with your co-workers and your supervisor.

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Phone: \_\_\_\_\_

#### To learn more....

Go to the SASH website at [www.dir.ca.gov/CHSWC/SASH](http://www.dir.ca.gov/CHSWC/SASH) and click on Hazards by Occupation. Or call **510-643-4335**.



# SASH

SCHOOL ACTION FOR  
SAFETY AND HEALTH

## GUIDE TO DEVELOPING YOUR SCHOOL DISTRICT'S INJURY AND ILLNESS PREVENTION PROGRAM



**Promoting Safe and Healthy Workplaces for California's School Employees**

The Commission on Health and Safety and  
Workers' Compensation (CHSWC)

California Department of Industrial Relations

# Acknowledgements

The SASH Guide to Developing Your School District's Injury and Illness Prevention Program was prepared by the Labor Occupational Health Program (LOHP) at the University of California, Berkeley as part of California's School Action for Safety and Health (SASH) Program. The SASH Program is administered by the Commission on Health and Safety and Workers' Compensation in the Department of Industrial Relations through an interagency agreement with LOHP.

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# Table of Contents

<b>Introduction to This Guide</b> .....	<b>4</b>
<b>California’s School Action for Safety and Health (SASH) Program</b> .....	<b>5</b>
<b>Why Focus on California Schools?</b> .....	<b>7</b>
<b>Overview of Cal/OSHA’s Injury &amp; Illness Prevention Program (IIPP) Standard</b> .....	<b>9</b>
<b>Using SASH’s Model Injury and Illness Prevention Program (IIPP) for Schools</b> .....	<b>10</b>
1. Assignment of Responsibilities .....	11
2. Hazard Assessment .....	13
3. Accident/Exposure Investigations.....	14
4. Hazard Correction.....	15
5. Communication with Employees about Safety.....	16
6. Training and Instruction .....	18
7. Employee Compliance with Safety Procedures.....	19
8. Recordkeeping and Documentation .....	20
<b>Appendix A: Title 8, Sections 3203, Injury and Illness Prevention Program Standard</b> ...	<b>21</b>



## Introduction To This Guide



This Guide was prepared by the Labor Occupational Health Program (LOHP) at the University of California, Berkeley and the California Commission on Health and Safety and Workers' Compensation (CHSWC) to help school districts comply with Cal/OSHA's Injury and Illness Prevention Program (IIPP) Standard and, consequently, protect the health and safety of school employees. The Guide should be used as a companion to the online SASH IIPP fill-in-the-blank template, tailored to meet the needs of school districts. To access this template, go to the SASH webpage at [www.dir.ca.gov/chswc/sash](http://www.dir.ca.gov/chswc/sash). Use this guide to help you decide what elements you want to include in your written IIPP.

Portions of this Guide were adapted from Guide to Developing Your Workplace Injury and Illness Prevention Program, prepared by the Cal/OSHA Consultation Service, CS-1 revised in August 2005.



## California's School Action For Safety And Health (SASH) Program

The School Action for Safety and Health (SASH) Program is a statewide initiative to help school districts in California reduce the high rate of work-related injuries and illnesses among school employees and comply with Cal/OSHA's Injury and Illness Prevention Program (IIPP) standard (Title 8, California Code of Regulations §3203). In California, according to the California Occupational Safety and Health Act of 1973, every employer has a legal obligation to provide and maintain a safe and healthful workplace for their employees.



**SASH uses a three-pronged approach to help school districts in California come into compliance with the IIPP standard and improve workplace health and safety for their employees. Specifically, the SASH Program offers:**

1. A free training program to help build the capacity of district-level health and safety coordinators so they can develop an injury and illness prevention program to identify, prevent and eliminate hazards as well as be resources to other employees.
2. Written materials that support the district's injury and illness prevention activities. These include factsheets which provide background information on specific health and safety topics relevant to school districts, tools such as checklists, and tip sheets for school employees on the hazards and control measures for their particular occupations.
3. Problem-solving assistance provided by a statewide resource center located at the University of California, Berkeley's Labor Occupational Health Program (LOHP).

For more information about the SASH Program, contact the Labor Occupational Health Program, University of California, Berkeley at 510-643-8902 or the Commission on Health and Safety and Workers' Compensation at 510-622-3959. Visit the SASH webpage at [www.dir.ca.gov/chswc/sash](http://www.dir.ca.gov/chswc/sash).

For information about southern California SASH Program trainings, contact UCLA's Labor Occupational Safety and Health (LOSH) Program at 310-794-5964.

## Why Focus On California Schools?



### School Employees are Injured on the Job

A significant number of school employees are injured on the job each year. In 2008, the incidence rate of occupational injuries and illnesses for California school employees was higher than for all industries in general in California (7.6 cases per 100 full-time employees as compared to 4.4 cases per 100 full-time employees). Common causes of injuries and illnesses for school employees include overexertion, repetitive motion, slips and falls, vehicular collisions, and assaults.

These injuries are often serious. In 2008, 3.1 cases per 100 full-time school employees involved lost work time (involving days away from work, or days of restricted work activity, or both), and 2.3 cases per 100 full-time employees involved days away from work (with or without restricted work activity).

Work-related injuries and illnesses impact the school community in a variety of ways. They have an impact not only on the injured employee, but also on his or her family, co-workers, the districts, students, and society as a whole. By working together to make sure school staff stay healthy, school employees can help:

- ensure employees don't have to deal with the consequences of a work-related injury or illness
- avoid disruptions in the classroom routine so students can continue to learn and be successful in school
- boost employee morale and productivity when they see problems addressed and injuries prevented
- reduce the expenses that often go along with an injury, including the costs of higher workers' compensation claims, hiring substitutes, and Cal/OSHA fines.

## School Districts Pay Fines for Safety Violations

School districts are frequently cited by Cal/OSHA for occupational health and safety violations. The most common citation issued by the Division of Occupational Safety and Health (Cal/OSHA) against schools was for not having a written Injury and Illness Prevention Program (IIPP). Other common citations are for lack of chemical safety training under the Hazard Communication Standard, violation of the Asbestos Standard, and violation of sanitation standards. Between 2004 and 2008, California assessed school districts \$273,000 in penalties for violations of Cal/OSHA standards.



## Overview Of Cal/OSHA's Injury & Illness Prevention Program Standard

**Every California employer, including school districts around the State, is required by Cal/OSHA to establish, implement and maintain a written Injury and Illness Prevention Program (IIPP). This written plan describes your district's health and safety program and how you will implement the following eight elements that are required by the Cal/OSHA standard:**

- Assignment of the responsibility for safety
- Assessment of workplace hazards
- Investigation of accidents or exposures for underlying causes
- Correction of hazards
- Communication with employees and methods for involving them in safety-related activities
- Occupational safety and health training
- Systems for ensuring employee compliance with safety procedures
- Recordkeeping and documentation of your program and program activities. (Although the recordkeeping element is not required for school districts, it is highly recommended as a way to keep track of your safety efforts.)

The Cal/OSHA IIPP standard is contained in Title 8 of the California Code of Regulations, Section 3203 (T8 CCR §3203). A copy of the standard is attached (Appendix A).



## Using SASH's Model IIPP Program For Schools



Developing an effective Injury and Illness Prevention Program (IIPP) involves setting health and safety goals, assigning the right people to be in charge, and then coming up with a plan that complies with Cal/OSHA requirements while meeting the individual needs of your school district. Decide what you want to accomplish, and determine what steps are necessary to achieve your goals. Then, plan out how and when each step will be carried out and who will do it. Put this plan in writing.

A copy of the written program must be maintained at the district office as well as at each school in the district. All school employees must be informed about the program and how the elements of the program are carried out in your district. You must regularly review and update your IIPP in order for it to remain effective.

You can use the School Action for Safety and Health (SASH) Program's electronic, online IIPP template, Injury and Illness Prevention Program for California School Districts, to help you document the elements of your program. Go to the SASH webpage at [www.dir.ca.gov/chswc/sash](http://www.dir.ca.gov/chswc/sash) to access the template. Use this template (or other form if you prefer) to document how you will carry out the requirements of each element. Although use of this particular model template is not required, it matches Cal/OSHA's model template and can help you prepare your written program.

The following sections describe the suggested steps to take to establish and implement your IIPP.

**Open the Injury and Illness Prevention Program for California School Districts on [www.dir.ca.gov/chswc/sash](http://www.dir.ca.gov/chswc/sash) and let's get started. The form is in Microsoft Word.**

**Start by typing in your school district's name and address and your own name and contact information.**

## Assignment of Responsibilities

### Identify Your District's IIPP Administrators and Assign Responsibilities

An essential first step to developing your IIPP is identifying the individual (or individuals) who will be in charge of your safety program and establishing their roles and assignments. The person, or persons, assigned the responsibility for your injury and illness prevention program must be identified by name in your written IIPP. These individuals who have the authority and responsibility for your district's safety and health program must be given full support by the district's administration and school board.

In most school districts in California, the individuals responsible for employee health and safety activities include someone from Human Resources and/or Risk Management and the district-level Director of Maintenance and Operations (M&O). Even if M&O staff have not previously been assigned this duty, they are often the first people called upon by school employees to address safety issues and have an important role to play in IIPP activities.

**On your template, type in the name of the IIPP Administrator and any co-administrators. Also indicate what responsibilities the Administrator(s) will have regarding safety for your district.**





## Determine Who Can Help You Develop and Implement Your Program

There are many individuals who can be called upon to help you develop and implement your district's IIPP. These include risk managers and health and safety specialists from the school district's JPA (Joint Powers Authority) which handles insurance for your district, the unions, the SASH Resource Center at UC Berkeley, and Cal/OSHA Consultation Service.

If you have several schools within your district, it is a good idea to identify at least one person from each school site to be in charge of employee safety for that site. A system should be developed for having these "school site safety coordinators" regularly communicate with the district's IIPP Administrator(s). The SASH Program recommends that a district-wide health and safety committee be established that includes the school-site safety coordinators. You may also want to consider inviting representatives from your JPA and the unions to these committee meetings. See page 16 of this Guide for more information about health and safety committees.

**On your template, note that the box that says "This IIPP applies to all schools in our district" is checked. This is required.**

**If you choose to identify school site safety coordinators, click the box, open the document, Form A: School Site Safety Coordinators, and type in the name(s) of your district's school site safety coordinators.**

**Indicate what responsibilities for safety the school site safety coordinators will have.**

## Hazard Assessment/Inspection

School districts must have a system in place for periodically assessing each school work environment for health and safety hazards that can cause injuries and illnesses. Assessing hazards can be accomplished by conducting regular inspections of each school and district work environment and by collecting information from employees through surveys, interviews or other methods. The inspection will tell you what hazards exist in the school environments and the conditions, equipment and procedures that could be potentially hazardous. It is also helpful to ask employees for their ideas about potential hazards, whether or not they are experiencing symptoms of work-related problems, and any ideas they have for solving safety issues.

For more information about common health and safety hazards in schools, see the SASH Program's factsheet, *Understanding Job Hazards*. The SASH Program also has a sample inspection checklist to assist you in identifying potential hazards in your school environments. For answers to technical questions about your program or school-related health and safety issues in general, contact the SASH Program staff at UC Berkeley and/or Cal/OSHA Consultation Service. See the *SASH Resource List* for contact information.

**On your template, check the boxes that indicate who will be responsible for conducting inspections.**

**The required schedule for inspections is noted. You also have the option of conducting inspections at other times. Type in any other times your district will conduct inspections.**



## Investigation of Injuries, Illnesses, and Near Misses

### Investigate Accidents to Target Prevention Efforts

Although the goal is to prevent injuries, illnesses, and exposures, when accidents or near misses do occur, they can provide a good opportunity to identify health and safety problems and target prevention efforts. Your investigation report should be in writing and adequately identify the cause(s) of the incident or near miss, including underlying factors that may have contributed to it. See the SASH factsheet, *Underlying Causes of Injury and Illness*, for more information.

Accident investigations should be conducted by trained individuals and with the primary focus of understanding why the incident or near miss occurred and what actions can be taken to prevent recurrence. The SASH Program's tool, *Investigation of Accidents, Injuries, and Near Misses*, can help you to document your incident investigations.

**The template offers some suggestions for how and when to conduct an investigation. Check those practices used by your district.**



## Hazard Correction

### Reduce or Eliminate Hazards in the School Environment

Once hazards are identified, they must be controlled. Hazards are required to be addressed as soon as possible after they are identified. You need to establish a system for correcting hazards which includes the policy that whenever there is an imminent hazard that can't be immediately corrected, all exposed employees will be immediately removed from the area. You also must make sure any employees that are addressing hazards have the proper training and equipment.

There are various methods that can be used to protect workers from hazards. Not all controls are equally effective — there is a hierarchy of possible solutions.

The most effective solutions are those that actually **remove the hazard** (for example, substituting non-toxic cleaning chemicals for toxic chemicals, having a machine do a hazardous job instead of an employee, using a ventilation system). If the hazard can't be removed altogether, establishing **policies and procedures** that limit exposure to a hazard can help reduce the risk (for example, using two people to lift a heavy object). **Personal protective equipment** (such as goggles, respirators, gloves, non-slip shoes) are worn on the body to protect the worker from being directly exposed to the hazard and in some cases, may be necessary. Often a combination of methods is needed to get the best protection. See the SASH factsheet, *Controlling Hazards*, for more information.

The SASH Program's tool, *Hazard Correction Tracking Form*, can help you keep track of the health and safety problems you've identified and your plans for addressing these problems.

**On your template, both items in the Hazard Correction section are required and should be checked. Also indicate which hazards are present in your district. Attach your plans/policies for addressing these hazards.**



## Communication with Employees about Safety

### Communicate with Employees about the Health and Safety Program and Their Responsibilities

Your program must include a system for communicating with employees and involving them in your injury and illness prevention program. Communicating with employees can take place through trainings, meetings, announcements, email notices, memos, newsletters, and/or through the activities of a health and safety committee.

All employees must be informed of their responsibility under Labor Code Section 6407.1, which requires every employee to comply with the employer's occupational safety and health procedures. Your safety communications system must also include a method for encouraging employees to report potential hazards in the school environment without fear of reprisal.

### Establish a Health and Safety Committee

While Cal/OSHA's IIPP Standard does not require employers to establish health and safety committees, it is highly recommended as a way of involving employees in your program and implementing an effective health and safety program. Your health and safety committee should include representatives from the schools in your district, including classified, credentialed and administrative employees. Your committee should meet regularly to plan, implement and evaluate your program. For information about establishing an effective health and safety committee, see the SASH factsheet, *Health and Safety Committees*.





If your district decides to use a labor/management safety and health committee to comply with the communication requirements of the IIPP standard, the committee must:

1. Meet regularly, but not less than quarterly;
2. Prepare and make available to the affected employees, written records of the safety and health issues discussed at committee meetings, and maintain these for review by the Division of Occupational Safety and Health (Cal/OSHA) upon request for one year;
3. Review results of the periodic, scheduled worksite inspections;
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury, occupational illness, or exposure to hazardous substances and, where appropriate, submit suggestions to management for the prevention of future incidents;
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, the committee may conduct its own inspection and investigation to assist in remedial solutions;
6. Submit recommendations to assist in the evaluation of employee safety suggestions; and
7. Upon request from Cal/OSHA, verify abatement actions taken by the employer to abate citations issued by Cal/OSHA.

**On your template, the required practices with respect to communicating with employees about safety have been checked. Type in how often you will hold safety meetings. Also type in an explanation for how employees will be able to anonymously inform administration about workplace hazards, if they so desire. You have the option of adding other methods you will use to involve and communicate with employees about safety. Type in any additional methods.**

## Training and Instruction

Training is one of the most important elements of any Injury and Illness Prevention Program. It allows employees to learn their job properly, brings new ideas into the workplace, reinforces existing ideas and practices, and puts your program into action. An effective Injury and Illness Prevention Program includes training for both supervisors and employees.

### What Health and Safety Training is Required?

The IIPP standard requires that training be provided to all workers on the hazards in their workplace when they start working for their employer, whenever they are given a new job assignment, and whenever new procedures and equipment are introduced.

Two other Cal/OSHA training standards that affect most workers are Cal/OSHA's Hazard Communication Standard, which requires training on any chemicals to which employees may be exposed, and the Emergency Action Plan standard, which requires training on how to respond to emergencies in the workplace. The Lead and Asbestos standards require training for employees working with lead paint and/or asbestos insulation. To find out which training requirements affect your employees, go to [www.dir.ca.gov/dosh/dosh\\_publications/TrainingReq.htm](http://www.dir.ca.gov/dosh/dosh_publications/TrainingReq.htm), or contact the SASH Resource Center.

### How Should Health and Safety Training be Conducted?

You may need outside professionals to help you develop and conduct your required training program. Help is available from the Commission on Health and Safety and Workers' Compensation (CHSWC), the Labor Occupational Health Program (LOHP) at UC Berkeley, the Labor Occupational Safety and Health (LOSH) Program at UCLA, the Cal/OSHA Consultation Service, your workers' compensation insurance carrier, private consultants and vendor representatives. Use the SASH tool, *Employee Training Record*, to monitor which employees have had health and safety training, the dates of training, and the topics covered.

**On your template, you will see that training is required in many situations, such as when the IIPP is first established. These required times are already checked.**



## Employee Compliance with Safety Procedures

Establishing safety rules and work procedures is an important element of your Injury and Illness Prevention Program (IIPP). Each district should have rules and procedures that make sense for your school sites. Involve employees in creating these procedures.

Make sure clear safety procedures have been developed for each occupation in the district and that rules for safely handling any new health or safety hazards that are introduced into the school environment are spelled out. You and your school site safety coordinators should periodically review and update all rules and procedures to make sure they reflect present conditions.

The IIPP standard requires that employers establish a system for ensuring that employees follow safety rules. Make sure the system your district creates does not discourage employees from reporting their injuries or symptoms. Your plan for ensuring that employees comply with safety rules must include informing them of the provisions of your IIPP, evaluating their safety performance, and providing training to employees whose safety performance is deficient. It may also include recognizing employees who perform safe and healthful work practices or other methods of insuring compliance.

**Note:** Programs that reward employees for a number of days without an injury are **not** recommended because they can discourage reporting of injuries or early symptoms of a health problem. Early reporting of symptoms of musculoskeletal disorders and other work-related problems can help you address hazards before they cause more serious injuries.

Your plan should also include procedures for handling emergency situations and must include a list of emergencies that could arise and a set of procedures for responding to each situation. Some emergency procedures, such as those covering medical emergencies or fire evacuation, are mandated by Cal/OSHA regulations. See the SASH factsheet, *Preparing for Emergencies at School*, for information about planning for emergencies in the school environment.

**On your template, the required practices with respect to employee compliance have been noted. Select any optional practices, and type in any additional descriptions of how the district will ensure assure compliance with health and safety procedures.**



## Recordkeeping and Documentation

Although school districts must maintain a written IIPP, they are not required to keep records or documentation of how the elements of their IIPP are carried out. However, school districts are strongly encouraged to maintain such records to help them more efficiently and effectively implement their IIPPs. Recordkeeping can enable you to learn from past experience, identify patterns of injury and illness, and help target prevention efforts. Records can also help you document your successes, such as lower rates of injuries, incidents and correction of health and safety problems.

Examples of records that are important to keep include:

- 1. Injury and illness records.** During the year, regularly review these records to see where your injuries and illnesses are occurring. Look for any patterns or recurring situations. These records can help you identify hazardous areas in your school sites and pinpoint where immediate corrective action is needed.
- 2. Records of accidents, incidents and “near misses.”** Serious injuries and illnesses are required to be reported to Cal/OSHA within 8 hours of the school district knowing of the injury. Serious injuries and illnesses include in-patient hospitalizations longer than 24 hours for other than medical observation, loss of any body part, or a serious degree of physical disfigurement.
- 3. Worksite inspections.** Records of scheduled and periodic inspections to identify unsafe conditions and work practices should include the name of the person(s) conducting the inspection, the hazards identified, and the action taken to correct the unsafe hazards.
- 4. Records of employee exposures** to such substances as chemicals, lead and asbestos. Include the sources of exposure and any physical examination reports, employment records, and other information. Employers using any regulated carcinogens have additional reporting and recordkeeping requirements. See Title 8 of the California Code of Regulations for details.
- 5. Documentation of safety and health training provided to employees.**  
The documentation should include employee names, training dates, type(s) of training, and the name of the training provider.

**On your template, check what records (if any) are kept by your school district. Also type into your IIPP form where copies of this IIPP will be located, including the master copy.**

## Appendix A: Title 8, Section 3203

### Title 8, Section 3203. Injury and Illness Prevention Program.

- a. Effective July 1, 1991, every employer shall establish, implement and maintain effective Injury and Illness Prevention Program. The Program shall be in writing and shall, at a minimum:
  1. Identify the person or persons with authority and responsibility for implementing the Program.
  2. Include a system for ensuring that employees comply with safe and healthy work practices. Substantial compliance with this provision includes recognition of employees who follow safe and healthful work practices, training and retraining programs, disciplinary actions, or any other such means that ensures employee compliance with safe and healthful work practices.
  3. Include a system for communicating with employees in a form readily understandable by all affected employees on matters relating to occupational safety and health, including provisions designed to encourage employees to inform the employer of hazards at the worksite without fear of reprisal. Substantial compliance with this provision includes meetings, training programs, posting, written communications, a system of anonymous notification by employees about hazards, labor/management safety and health committees, or any other means that ensures communication with employees.

Exception: Employers having fewer than 10 employees shall be permitted to communicate to and instruct employees orally in general safe work practices with specific instructions with respect to hazards unique to the employees' job assignments, in compliance with subsection (a)(3).

4. Include procedures for identifying and evaluating workplace hazards including scheduling periodic inspections to identify unsafe conditions and work practices. Inspections shall be made to identify and evaluate hazards:
  - A. When the Program is first established;

Exception: Those employers having in place on July 1, 1991, a written Injury and Illness Prevention Program complying with previously existing Section 3203.
  - B. Whenever new substances, processes, procedures, or equipment are introduced to the workplace that represent a new occupational safety and health hazard; and
  - C. Whenever the employer is made aware of a new or previously unrecognized hazard.
5. Include a procedure to investigate occupational injury or occupational illness.
6. Include methods and/or procedures for correction of unsafe or unhealthy conditions, work practices and work procedures in a timely manner based on the severity of the hazard:
  - A. When observed or discovered; and
  - B. When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/ or property, remove all exposed personnel from the area except those necessary to correct the existing condition. Employees necessary to correct the hazardous condition shall be provided the necessary safeguards.

7. Provide training and instruction:

A. When the program is first established;

Exception: Employers having in place on July 1, 1991, a written Injury and Illness Prevention Program complying with the previously existing Accident Prevention Program in Section 3203.

B. To all new employees;

C. To all employees given new job assignments for which training has not previously been received;

D. Whenever new substances, processes, procedures or equipment are introduced to the workplace and represent a new hazard;

E. Whenever the employer is made aware of a new or previously unrecognized hazard; and

F. For supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed.

b. Records of the steps taken to implement and maintain the Pro-gram shall include:

1. Records of scheduled and periodic inspections required by subsection (a)(4) to identify unsafe conditions and work practices, including person(s) conducting the inspection, the unsafe conditions and work practices that have been identified and action taken to correct the identified unsafe conditions and work practices. These records shall be maintained for one (1) year; and

Exception: Employers with fewer than 10 employees may elect to maintain the inspection records only until the hazard is corrected.

2. Documentation of safety and health training required by subsection (a)(7) for each employee, including employee name or other identifier, training dates, type(s) of training, and training providers. This documentation shall be maintained for one (1) year.

Exception No. 1: Employers with fewer than 10 employees can substantially comply with the documentation provision by maintaining a log of instructions provided to the employee with respect to the hazards unique to the employees' job assignment when first hired or assigned new duties.

Exception No. 2: Training records of employees who have worked for less than one (1) year for the employer need not be retained beyond the term of employment if they are provided to the employee upon termination of employment.

Exception No. 3: California labor code §6401.7 states that for employers with fewer than 20 employees who are in industries that are not on a designated list of high-hazard industries established by the Department of Industrial Relations (Department) and who have a Workers' Compensation Experience Modification Rate of 1.1 or less, and for any employers with fewer than 20 employees who are in industries on a designated list of low-hazard industries established by the Department, written documentation of the Program may be limited to the following requirements:

- A. Written documentation of the identity of the person or persons with authority and responsibility for implementing the program as required by subsection (a)(1).
- B. Written documentation of scheduled periodic inspections to identify unsafe conditions and work practices as required by subsection (a)(4).
- C. Written documentation of training and instruction as required by subsection (a)(7).

Exception No. 4: California Labor Code §6401.7 states that local governmental entities (any county, city and county, or district, or any public or quasi-public corporation or public agency therein, including any public entity, other than a state agency, that is a member of, or created by, a joint powers agreement) are not required to keep records concerning the steps taken to implement and maintain the Program.

Note 1: Employers determined by the Division to have historically utilized seasonal or intermittent employees shall be deemed in compliance with respect to the requirements for a written program if the employer adopts the Model Program prepared by the Division and complies with the requirements set forth therein.

Note 2: Employers in the construction industry who are required to be licensed under Chapter 9 (commencing with Section 7000) of Division 3 or the Business and Professions Code may use records relating to employee training provided to the employer in connection with an occupational safety and health training program approved by the Division, and shall only be required to keep records of those steps taken to implement and maintain the program with respect to hazards specific to the employee's job duties.

- c. Employers who elect to use a labor/management safety and health committee to comply with the communication requirements of subsection (a)(3) of this section shall be presumed to be in substantial compliance with subsection (a)(3) if the committee:
  - 1. Meets regularly, but not less than quarterly;
  - 2. Prepares and makes available to the affected employees, written records of the safety and health issues discussed at committee meetings, and maintained for review by the Division upon request. The committee meeting records shall be maintained for one (1) year;
  - 3. Reviews results of the periodic, scheduled worksite inspections;
  - 4. Reviews investigations of occupational accidents and causes of incidents resulting in occupational injury, occupational illness, or exposure to hazardous substances and, where appropriate, submits suggestions to management for the prevention of future incidents;
  - 5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, the committee may conduct its own inspection and investigation to assist in remedial solutions;
  - 6. Submits recommendations to assist in the evaluation of employee safety suggestions; and
  - 7. Upon request from the Division verifies abatement action taken by the employer to abate citations issued by the Division.

**Commission on Health  
and Safety and Workers'  
Compensation (CHSWC)**

1515 Clay Street, Room 901  
Oakland, CA 94612  
{ P } 510-622-3959  
{ F } 510-622-3265  
[www.dir.ca.gov/chswc/sash](http://www.dir.ca.gov/chswc/sash)

**SASH Resource Center  
Labor Occupational Health  
Program (LOHP)**

University of California Berkeley  
2223 Fulton Street, 4th Floor  
Berkeley, CA 94720  
{ P } 510-642-5507  
{ F } 510-643-5698  
[www.lohp.org](http://www.lohp.org)

**Southern CA Training Partner  
Labor Occupational Safety and  
Health Program (LOSH)**

University of California  
Los Angeles  
{ P } 310-794-5964  
{ F } 310-794-6403  
[www.losh.ucla.org](http://www.losh.ucla.org)



**For more information about the SASH Program contact the organizations above.**



# RESOURCE LIST:

## School Action for Safety and Health (SASH) Program



This Resource List can assist California schools and school districts in complying with the Injury and Illness Prevention Program (IIPP) requirements as well as other occupational health and safety requirements. If you have any questions about the SASH Program or any of the resources listed, please contact:

### **SASH Resource Center**

Labor Occupational Health Program  
at UC Berkeley  
2223 Fulton Street, 4th Floor  
Berkeley, CA 94720-5120  
(510) 643-4335  
andrews2@berkeley.edu  
[www.lohp.org](http://www.lohp.org)  
[www.dir.ca.gov/chswc/sash](http://www.dir.ca.gov/chswc/sash)

## Resources For Writing Your IIPP

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Below are some resources to help write your IIPP. Remember to consult the SASH Guide to Developing Your School District's Injury and Illness Prevention Program and the SASH IIPP Template.

### **Cal/OSHA Guide to Developing Your Workplace Injury and Illness Prevention Program (IIPP)**

This manual describes the employer's responsibilities in establishing, implementing, and maintaining an IIPP. It also outlines steps that can be taken to develop an effective program that helps assure the safety and health of employees on the job. The manual includes checklists for self-inspection.

Contact your local Cal/OSHA area office for a copy, or download it at:

[www.dir.ca.gov/dosh/dosh\\_publications/iipp.html](http://www.dir.ca.gov/dosh/dosh_publications/iipp.html).  
<http://www.dir.ca.gov/dosh/etools/09-031/index.htm>



## Resources from Your Workers' Compensation Insurer

Most workers' compensation insurers offer loss control assistance, including help with putting together your IIPP. Contact your insurance agent or Joint Powers Authority (JPA) to find out what resources may be available.

## RESOURCES FOR WRITING YOUR SCHOOL SAFETY PLAN

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Violence in schools can affect students as well as school employees.

All California public schools must develop a school safety plan (SSP) aimed at prevention of, and education about, crime and violence. California Education Code § 32280-32289. The school safety plan primarily focuses on how to prevent crime and violence in schools and applies to employees as well as students.

The school district and County Office of Education are responsible for developing the school safety plan. (California Education Code § 32281) The plan should include information on how the school deals with child abuse, disasters, hate crimes, and other issues. (California Education Code § 32282) School districts can apply for a grant through the California Department of Education to implement their School Safety Plan. (California Education Code § 35294.1) The California Department of Education's School Safety Violence Prevention Program also provides free trainings to school employees, parents, and students.

For additional information, visit:

- **California Department of Education, School Safety and Violence Prevention Program**, at <http://www.cde.ca.gov/ls/ss/vp/>
- **National Education Association**, at <http://www.neahin.org/crisisguide/>

## OTHER HEALTH AND SAFETY RESOURCES

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- **The Labor Occupational Health Program (LOHP) at UC Berkeley** is a public service branch of the Center for Occupational and Environmental Health at the University of California at Berkeley. LOHP's primary purpose is to reduce occupational injuries, illness, and death by helping workers take an active role in identifying and controlling hazards, and by promoting policies and programs that support workplace safety. LOHP works with labor groups, joint labor-management partnerships, community-based organizations, researchers, and public agencies in order to identify and address the most significant and cutting-edge issues affecting working conditions.  
See: <http://www.lohp.org>



- **The Labor Occupational Safety and Health Program at UCLA (UCLA-LOSH)** collaborates with workers, unions, community organizations, employers, academics, students, governmental representatives, and health professionals to improve health and safety conditions for workers in Southern California. Initiatives include health and safety training, education for low-income, minority, and immigrant workers, public advocacy, and participation in industry-wide research relating to policy issues in California. See: <http://www.losh.ucla.edu>
- **The Safe School Inspection Guidebook** is produced by the Office of Environmental Health and Safety of the Los Angeles Unified School District. This is a checklist of major hazards including asbestos, injury and illness prevention, pesticides, etc. The checklist references applicable regulations. See: <http://www.lausd-oehs.org/docs/SafetyInspections/Guidebook%2001-10-08.pdf>
- **The Facility Inspection Tool Guidebook**, prepared by California’s Coalition for Adequate School Housing (CASH), helps staff conduct an evaluation of facilities (e.g., gas leaks, pest infestations, HVAC). See: <http://www.cashnet.org/resource-material/FITGuidebook.pdf>
- **The Custodial Handbook and How to Conduct a Facilities Audit** are both published by the California Association of School Business Officials (CASBO). Both publications are available for purchase. See: <http://www.casbo.org/storeindex.cfm>
- **The National Safety Council** has a broad range of information services available. Call or visit your local chapter to obtain material pertaining to your business. Find your local chapter at: <http://www.nsc.org>

## GOVERNMENTAL AGENCIES AND OTHER RESOURCE ORGANIZATIONS

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- **The California Commission on Health and Safety and Workers’ Compensation (CHSWC)** is a joint labor-management body created by the workers’ compensation reform legislation of 1993 and charged with examining the health and safety and workers’ compensation systems in California, and recommending administrative and/or legislative modifications to improve their operation. Its website offers information on health and safety and workers’ compensation. See: <http://www.dir.ca.gov/chswc>
- **The California Division of Occupational Safety and Health (Cal/OSHA)** provides information about health and safety regulations and offers free publications. The Cal/OSHA Consultation Service provides technical assistance to employers on health and safety issues. Consulting services include free on-site visits, assistance in complying with Cal/OSHA standards, educational seminars, and publications. For more information about Cal/OSHA, see SASH Factsheets C and D. See: <http://www.dir.ca.gov/dosh> or <http://www.dir.ca.gov/dosh/consultation.html>



## RESOURCE LIST

- **The California Division of Workers' Compensation** provides benefits to injured workers. Their website offers information for employers and injured workers on workers' compensation benefits. See: <http://www.dir.ca.gov/dwc>
- **The Hazard Evaluation System and Information Services (HESIS)** at the **California Department of Public Health** can assist California employers and employees with questions about the health effects of chemical and physical agents in the workplace. See: <http://www.cdph.ca.gov/programs/hesis/>
- **The Occupational Health Branch (OHB)** of the **California Department of Public Health** provides factsheets and other publications on specific chemicals, other hazards, and hazards in particular types of work. See: [www.cdph.ca.gov/programs/ohb/Pages/Publications.aspx](http://www.cdph.ca.gov/programs/ohb/Pages/Publications.aspx)
- **Federal Occupational Safety and Health Administration (OSHA) eTools** are “stand-alone,” interactive, web-based training tools on occupational safety and health topics. They are highly illustrated and utilize graphical menus. Some also allow the user to ask questions and receive reliable advice on how OSHA regulations apply to their workplace. This site also has links to specific safety topics. See: <http://www.osha.gov/dts/osta/oshasoft/index.html>
- **The U.S. Environmental Protection Agency (EPA)**, offers many resources, including factsheets and publications on asbestos, lead, pesticides, and other hazards. EPA offers the Healthy School Environments Assessment Tool (HealthySEAT), a free, voluntary software program to help school districts evaluate and manage their school facilities for exposure to environmental hazards. EPA has also developed the Indoor Air Quality (IAQ) Tools for Schools (TfS) Program to assist school districts in developing a plan to improve indoor air quality. See: <http://www.epa.gov/schools/>
- **The National Institute for Occupational Safety and Health (NIOSH)** offers a safety checklist for schools that references federal regulations. See: <http://www.cdc.gov/niosh/docs/2004-101/>

For an updated list of online resources and links pertaining to health and safety in schools, go to: <http://www.dir.ca.gov/chswc/sash>



# RATING OUR DISTRICT'S HEALTH AND SAFETY PROGRAM



Element	Yes	Yes, But Needs Improvement	No	Don't Know
<p><b>RESPONSIBLE PERSON(S)</b></p> <p>A specific person in our district has been assigned the responsibility for employee safety and employees know who this person is. (There is management commitment to health and safety.)</p>				
<p><b>ACCIDENT/NEAR MISS INVESTIGATIONS</b></p> <p>Accidents and near misses are investigated for underlying causes. These data are analyzed for hazards and underlying problems.</p>				
<p><b>HAZARD IDENTIFICATION</b></p> <p>Inspections to identify hazards are conducted on a regular basis and job tasks are analyzed for potential safety and health risks.</p>				
<p><b>HAZARD CONTROL</b></p> <p>Steps are taken to eliminate or reduce hazards (e.g., engineering controls, work practices, appropriate personal protective equipment, etc.) in a timely fashion.</p>				
<p><b>EMPLOYEE INVOLVEMENT IN SAFETY</b></p> <p>There are systems, such as a health and safety committee, tail gate meetings or suggestion boxes, for involving employees in the safety program and for encouraging them to speak up about workplace hazards without fear of reprisal.</p>				

## RATING OUR DISTRICT'S HEALTH AND SAFETY PROGRAM



Element	Yes	Yes, But Needs Improvement	No	Don't Know
<p><b>EMPLOYEE TRAINING</b></p> <p>Health and safety information is provided to all employees about the safety program, hazards in their job, and the safety procedures that will protect them. This training is provided in a manner they understand.</p>				
<p><b>EMPLOYEE COMPLIANCE WITH SAFETY</b></p> <p>There are procedures for ensuring that all employees comply with the safety rules that have been explained to them.</p>				
<p><b>RECORD KEEPING/DOCUMENTATION</b></p> <p>Records are kept to help our district keep track of work-related injuries, workplace hazards, steps taken to address and control hazards, and employee training. (Not required of school districts but encouraged.)</p>				
<p><b>EMERGENCY PREPAREDNESS</b></p> <p>There is an effective emergency preparedness program, including training and practice drills for all employees and students so they know what to do in different emergencies.</p>				
<p><b>INJURY REPORTING</b></p> <p>Employees know how to report work-related injuries and illnesses and do so without fear of reprisal.</p>				
<p><b>WORKERS' COMPENSATION AND RETURN-TO-WORK PROGRAM</b></p> <p>There is an effective system for quickly processing workers' compensation claims and for safely returning injured workers to work as quickly as possible. Employees have been informed of these procedures.</p>				

# UNDERLYING CAUSES OF INJURIES:

## Marie's Story



### Marie's Story

Marie is a food service worker in the central kitchen of a large school district. She uses a 6-foot high cart to move trays of food and dishes. When things are busy, the staff needs to keep the carts completely loaded so they can make as few trips as possible. When full, the cart weighs several hundred pounds.

Staff are told to push (not pull) their carts to put less strain on the back. When the carts are full, Marie can't see around her cart when she pushes and worries about hitting people. It's also hard to push the heavy cart over the areas where the floor tiles have cracked or separated.



Because she had to twist her body to pull the cart, Marie suffered a lower back injury. She was reprimanded by her supervisor for not following proper procedures.

### Directions

Read the story and then work in your small groups to answer the questions below.

1. What are some possible underlying reasons why Marie didn't follow the procedures?

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2. What are some possible solutions to these underlying issues?

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# COMMUNICATING THE CASE FOR SAFETY



## Story

A large district in the Central Valley has a warehouse for storing operations supplies, paper goods, and various types of equipment. Sharon, the administrator handling workers' compensation claims for the district, and Matt, the warehouse supervisor and a SASH Coordinator for the district, have noticed an increase in the number of back injuries among employees working in the warehouse.

Matt feels the district either needs to bring in more employees to do the lifting involved or to get the district to purchase an electric fork lift so employees don't have to lift too much on their own. Sharon mentions the problem to her supervisor, Frank, who knows that electric forklifts cost about \$20,000—which would be a lot of money for the district to spend. He also feels the district can't afford to hire more employees.

Frank thinks Matt just needs to train his employees to lift properly. Matt and Sharon believe training alone would not solve the problem since the materials are too heavy and awkward to be lifted safely. They decide to approach Dennis, the Assistant Superintendent for Business Services, to make the case for the more effective solutions.

## Directions

Read the story above and then work in your small groups to prepare a skit that makes the case for a solution to the problem presented.

1. Discuss what points Matt and Sharon could use to make the case for implementing the best solution to the problem.
2. Prepare a short (3-5 minutes) skit for this character that demonstrates how they could make the case for the best solution.

# HEALTH AND SAFETY COMMITTEES— A DIALOGUE



## Setting

A health and safety committee meeting.

## Characters

*Hank:* School district risk manager

*Cindy:* Assistant Superintendent of Financial Services

*Maria:* SASH Coordinator, Maintenance and Operations department

*David:* Newer employee, food service

## Dialogue

*Hank:* OK. Let's get started. I think I can get us out of here pretty quickly. There isn't too much on the agenda. Could everyone please sign the attendance sheet?

*Cindy:* Were we supposed to get an agenda? I didn't see one.

*Maria:* It doesn't matter; we never really talk about anything anyway.

*Cindy:* Well, this is my first meeting and I'd really like to know what we are responsible for here.

*Maria:* We just listen to the same old reports. I've tried to tell Hank that there really are some things folks are concerned about, but we never talk about them or follow-up. Right, David?

**HEALTH AND SAFETY COMMITTEES—  
A DIALOGUE**

*David:* Huh? Sorry, I wasn't really listening. I had to get to work really early this morning and had to stay around for this meeting after hours.

*Hank:* Maria was saying that there are a lot of complaints out there. Is that right? If people have problems they really should let me know. That's my job. I can't keep things safe if nobody will speak up!

*David:* I don't really know. I'm not here to make waves. In fact, I don't even know why I got picked for this committee.

*Cindy:* This doesn't feel very productive. I don't think any of us can afford to be wasting our time. Speaking of which, where are the rest of the senior managers? I thought we were all supposed to be on this committee.

*Hank:* We can't afford to release so many senior managers. I can just send my report to everyone by e-mail.

*Cindy:* Maybe for the next meeting we could get everyone to attend and talk about what we are really supposed to be doing here.

*Maria:* And talk about some of the safety concerns we have, too?

*Hank:* Fine, let's adjourn for now.

# ACTION PLAN WORKSHEET



My Name:

District:

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The health and safety program element that I'd like to see improved:

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What needs to be done to improve this program element?

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I chose this program element because:

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The barriers or challenges I may face:

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I plan to do the following to overcome these barriers:

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The following people need to be involved in this plan:

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Ideas I have for getting their buy-in:

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I need the following information or resources in order to begin:

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Specific steps I will take:

What we need to do. Activities	By when? Date	Who will do it? Name	Notes, comments