

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

The School Action for Safety and Health (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 the Labor Occupational Health Program at the University of California, Berkeley. Trainings in Southern California are conducted by the Labor Occupational Safety and Health Program at the University of California, Los Angeles.

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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:

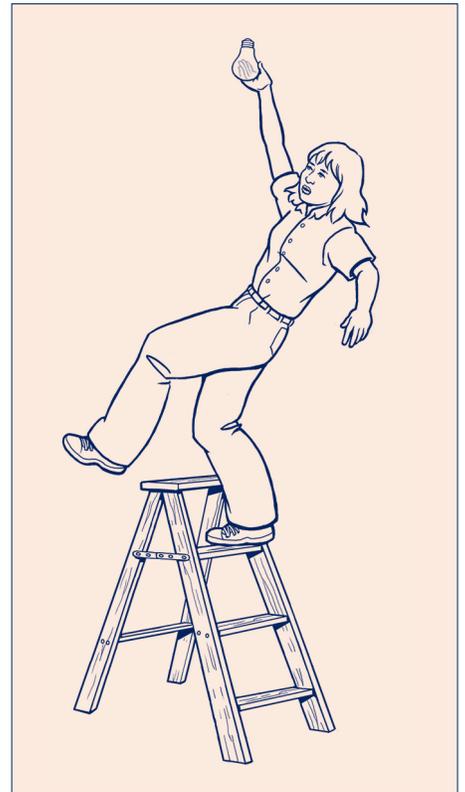
1. A free training program to help build the capacity of district-level employees with health and safety responsibilities to serve as resources to other employees and help develop an injury and illness prevention program to identify, prevent and eliminate hazards. Once they complete the training, trainees 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

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

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
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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

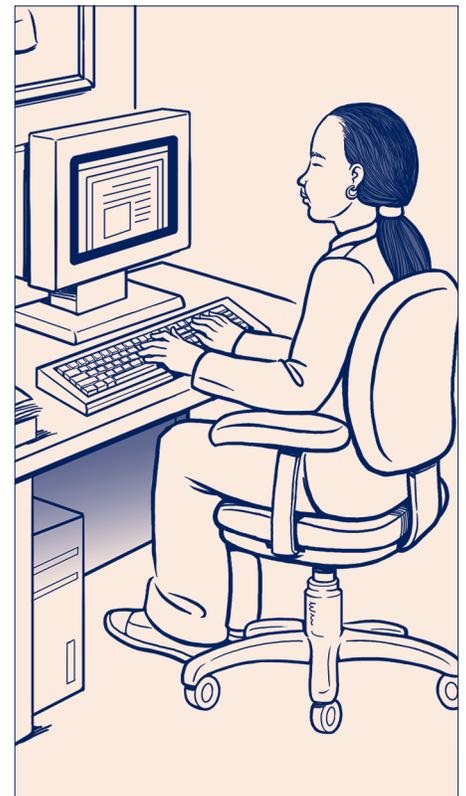
Inspections to identify hazards are conducted on a regular basis and job tasks are analyzed for potential safety and health risks.

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

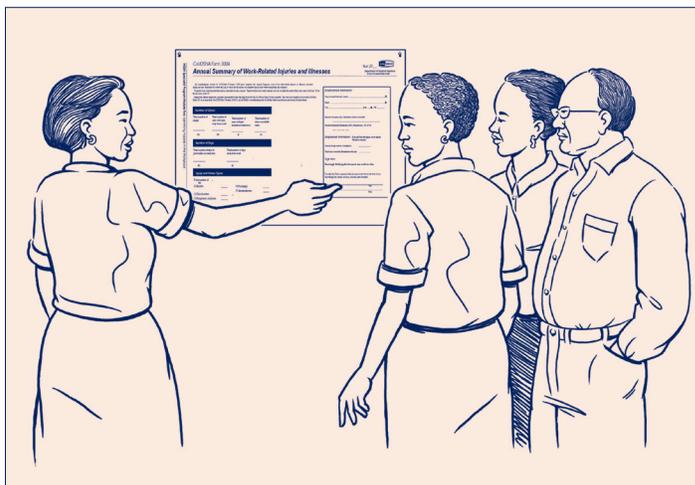
Records are kept to help districts keep track of work-related injuries, workplace hazards, steps taken to address and control hazards, and employee training.

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.

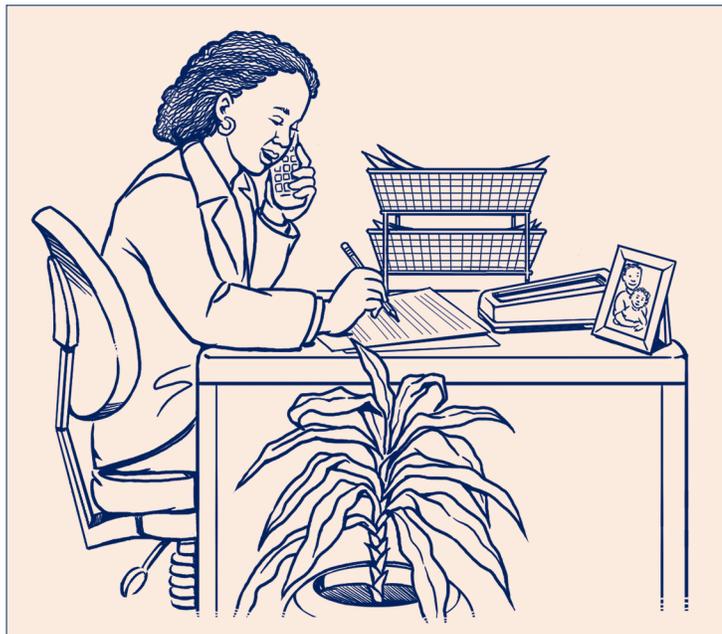
What Are Employer Responsibilities Under Cal/OSHA?

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?

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 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.

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. To find standards on the Cal/OSHA website (in English):

1. Go to 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?

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?

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?

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?

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

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

| | | |
|--|--|---|
| <p>Northern California 2424 Arden Way Suite 410 Sacramento, CA 95825 916-263-0704</p> | <p>San Francisco Bay Area 1515 Clay Street Suite 1103 Oakland, CA 94612 510-622-2891</p> | <p>Central Valley 2550 Mariposa Mall Room 2005 Fresno, CA 93721 559-445-6800</p> |
| <p>San Fernando Valley 6150 Van Nuys Blvd. Suite 307 Van Nuys, CA 91401 818-901-5754</p> | <p>Los Angeles, Orange 1 Centerpointe Drive, Suite 150 La Palma, CA 90623 714-562-5525</p> | <p>San Bernardino 464 W. 4th Street Suite 339 San Bernardino, CA 92401 909-383-4567</p> |
| <p>San Diego 7575 Metropolitan Drive Suite 204 San Diego, CA 92108 619-767-2060</p> | | |



Cal/OSHA District Offices

| | | | |
|---|---|---|--|
| <p>American Canyon 3419 Broadway Street, Suite H8 American Canyon, 94503</p> <p>707-649-3700 Fax 707-649-3712</p> | <p>Modesto 4206 Technology Drive, Suite 3 Modesto, CA 95356</p> <p>209-545-7310 Fax 209-545-7313</p> | <p>San Bernardino 464 W. 4th Street Suite 332 San Bernardino, 92401</p> <p>909-383-4321 Fax 909-383-6789</p> | <p>Long Beach 3939 Atlantic Avenue, Suite 212 Long Beach, 90807</p> <p>562-506-0810 Fax 562-426-8340</p> |
| <p>Foster City 1065 E. Hillsdale Blvd. Suite 110 Foster City, 94404</p> <p>650-573-3812 Fax 650-573-3817</p> | <p>Monrovia 800 Royal Oaks Drive Suite 105 Monrovia, 91016</p> <p>626-239-0369 Fax 626-239-0387</p> | <p>San Diego 7575 Metropolitan Dr. Suite 207 San Diego, 92108</p> <p>619-767-2280 Fax 619-767-2299</p> | <p>Van Nuys 6150 Van Nuys Blvd. Suite 405 Van Nuys, 91401</p> <p>818-901-5403 Fax 818-901-5578</p> |
| <p>Fremont 39141 Civic Center Dr. Suite 310 Fremont, 94538</p> <p>510-794-2521 Fax 510-794-3889</p> | <p>Oakland 1515 Clay Street Suite 1303 Oakland, 94612</p> <p>510-622-2916 Fax 510-622-2908</p> | <p>San Francisco 455 Golden Gate Avenue Room 9516 San Francisco, 94102</p> <p>415-557-0100 Fax 415-557-0123</p> | <p>Fresno 2550 Mariposa Street Suite 4000 Fresno, 93721</p> <p>559-445-5302 Fax 559-445-5786</p> |
| <p>Redding 381 Hemsted Drive Redding, 96002</p> <p>530-224-4743 Fax 530-224-4747</p> | <p>Santa Ana 2000 E. McFadden Av. Suite 122 Santa Ana, 92705</p> <p>714-558-4451 Fax 714-558-2035</p> | <p>Los Angeles 320 W. 4th St. Suite 820 Los Angeles, 90013</p> <p>213-576-7451 Fax 213-576-7461</p> | <p>Sacramento 2424 Arden Way Suite 165 Sacramento, 95825</p> <p>916-263-2800 Fax 916-263-2798</p> |
| <p>Bakersfield 7718 Meany Ave Bakersfield, 93308</p> <p>661-588-6400 Fax 661-588-6428</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 Safety Data Sheets (SDSs) on the chemical products used or stored at the workplace. SDSs 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.



THE LEAD IN CONSTRUCTION STANDARD (continued from previous page)

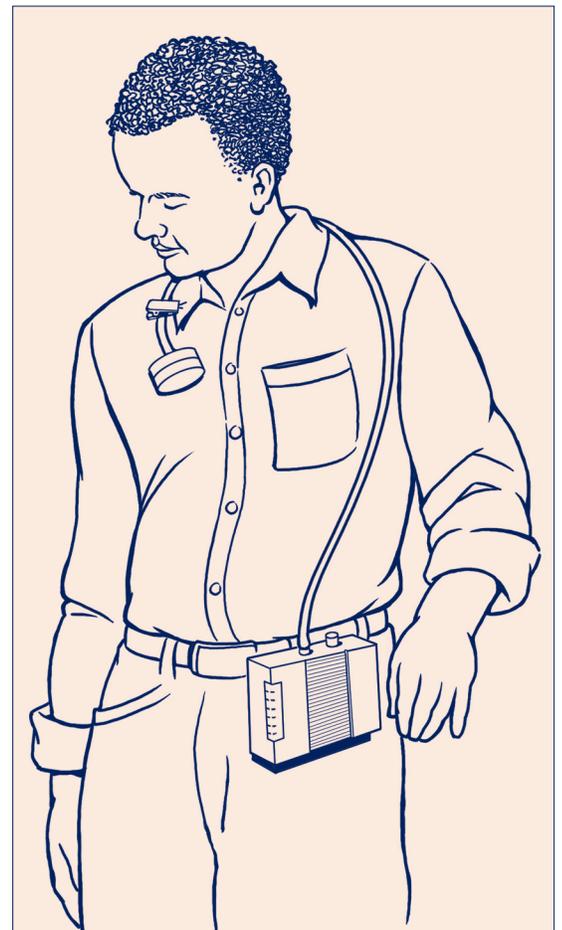
Generally speaking, maintenance and operations employees can handle very small repair jobs that disturb lead paint, provided they follow lead-safe work practices. These practices include continually wetting the area with a spray bottle while doing the work to keep lead dust down and protecting the ground and other surfaces from paint dust and chips by putting down plastic sheeting and then cleaning up thoroughly afterwards. All other jobs, including major renovations and lead abatement jobs, must be conducted by specially trained California Department of Public Health-certified lead workers.

Please note that the federal law, Renovation and Remodeling Painting Rule, administered by the US EPA and amended several times through 2016, further regulates schools undergoing renovation. The Rule requires that firms performing renovation, repair, and painting projects that disturb lead-based paint in home, child care facilities and pre-schools built before 1978 have their firm certified by EPA (or an EPA authorized state), use certified renovators who are trained by EPA- approved training providers and follow lead-safe work practices.

For more information about requirements regarding lead in schools, go to: <http://www.cdph.ca.gov/programs/CLPPB/Pages/default.aspx>, http://www.dir.ca.gov/dosh/dosh_publications/lead-fct-sheet-rev.pdf or <https://www.epa.gov/lead/renovation-repair-and-painting-program>

Some schools also may have lead in the drinking water. The EPA recommends that schools periodically test their drinking water for lead. The best time to test is first thing in the morning after a weekend (that is, when the water has not been running).

If high levels of lead are found in the drinking water (15 parts or more of lead per billion parts of water), the faucet should either not be used or should be flushed daily to reduce the lead levels. EPA guidelines recommend that flushing be done daily — each morning before school starts. This should continue until a plan for permanently reducing lead to below 15 ppb has been put in place. For more information about lead in drinking water, contact your local water district or the Department of Public Health, Division of Drinking Water and Environmental Management: http://www.waterboards.ca.gov/drinking_water/programs/



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

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.ⁱ 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 (HINI virus)

i Preparing for the "Big One" – Saving Lives Through Earthquake Mitigation in Los Angeles, CA:
<https://www.huduser.gov/portal/publications/destech/bigone.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?

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.ⁱⁱ

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>.

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

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.ⁱⁱⁱ Recent data demonstrate that teachers experience 39 crimes per 1,000 teachers (25 thefts and 14 violent crimes).^{iv} 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>

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



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

- 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

- 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

- 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

- 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

- 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

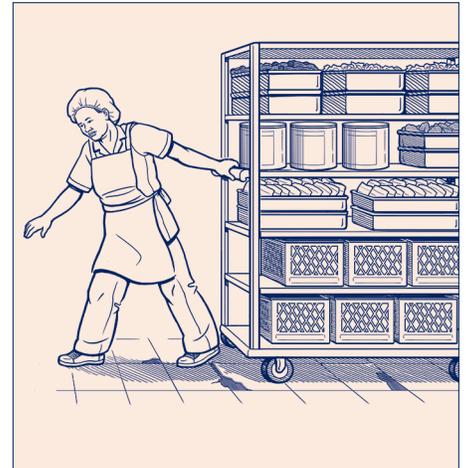
Why do workplace injuries and illnesses happen? There could be multiple underlying causes. Don't settle for easy answers; always look deeper. Try to identify underlying problems before an accident occurs. If there is an accident or "near miss," learn from it. There are usually multiple factors that contribute 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

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

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

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.

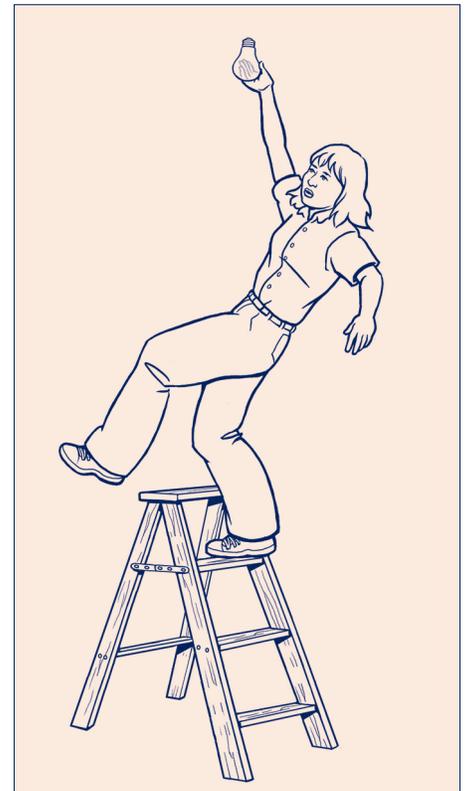
It is important to be aware of all the different types of hazards to look for on the job, both obvious and hidden ones.

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

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

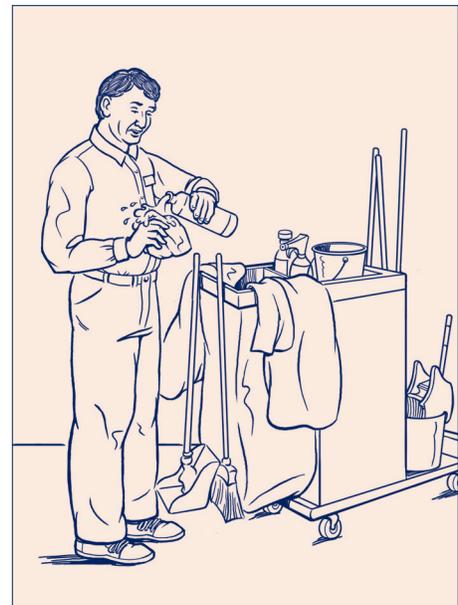
Chemical and biological hazards are agents that can make you sick. Some produce effects right away, but others take time.

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:

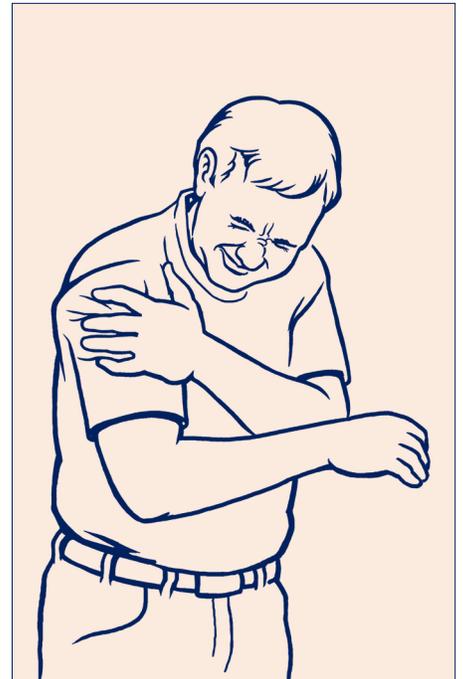
- Cumulative trauma disorders (CTDs). Ergonomic injuries involve strain that may develop, or accumulate, over time.
- Repetitive strain injuries (RSIs). Ergonomic injuries are often caused by repeating the same motions over and over.
- Musculoskeletal disorders (MSDs). Ergonomic injuries affect the muscles,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



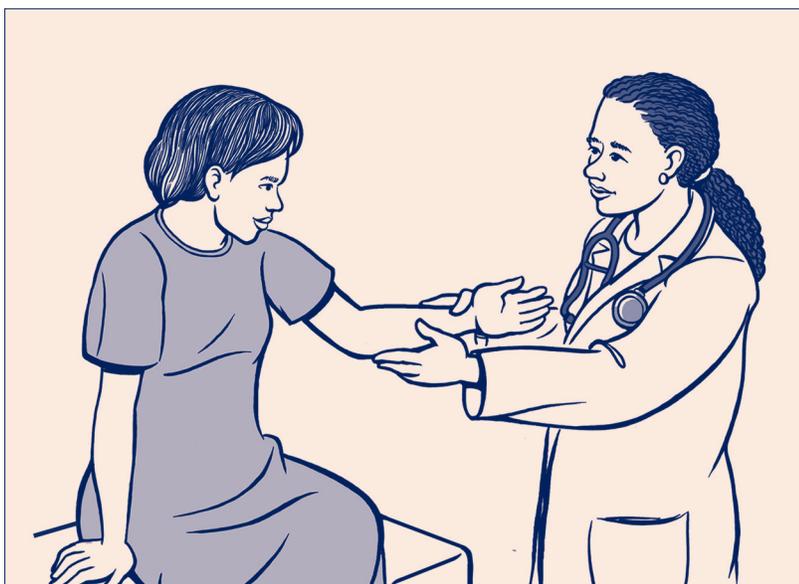
If your work exposes you to any of the ergonomic risk factors described on page 3 of this factsheet, these symptoms may be signs that you have an MSD.

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

- 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 |
|---------------------|--|---|
| Repetition | Making the same motion over and over. | Redesign task to reduce repetitions; increase rest time between repetitions; rotate among tasks with different motions. |
| Awkward Posture | 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. |
| Forceful Motion | 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. |
| Stationary Position | Staying in one position too long, causing fatigue in muscles and joints. | Redesign task to avoid stationary positions; provide opportunities to change position. |
| Direct Pressure | Prolonged contact of the body with a hard surface or edge. | Improve tool and equipment design or layout to eliminate pressure; provide cushioning material. |
| Vibration | Using vibrating tools or equipment. | Insulate the hand or body from vibration; keep tools or equipment in good condition to reduce excessive vibration. |
| Extreme Temperature | 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. |
| Work Stress | 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

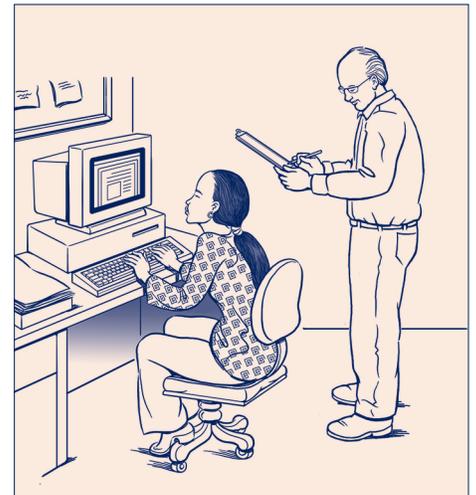
Conduct a walkaround inspection of the school environment to see which jobs or tasks may pose ergonomic problems. Those jobs can then be evaluated to identify specific risk factors. When evaluating a job, break the work down into the smallest pieces possible so that you can be specific and detailed.

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.





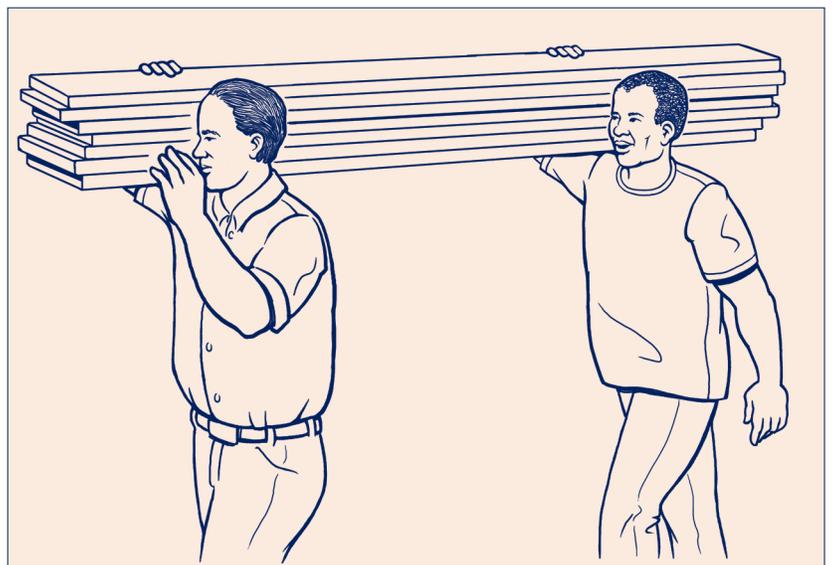
Improve Work Policies and Procedures

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.

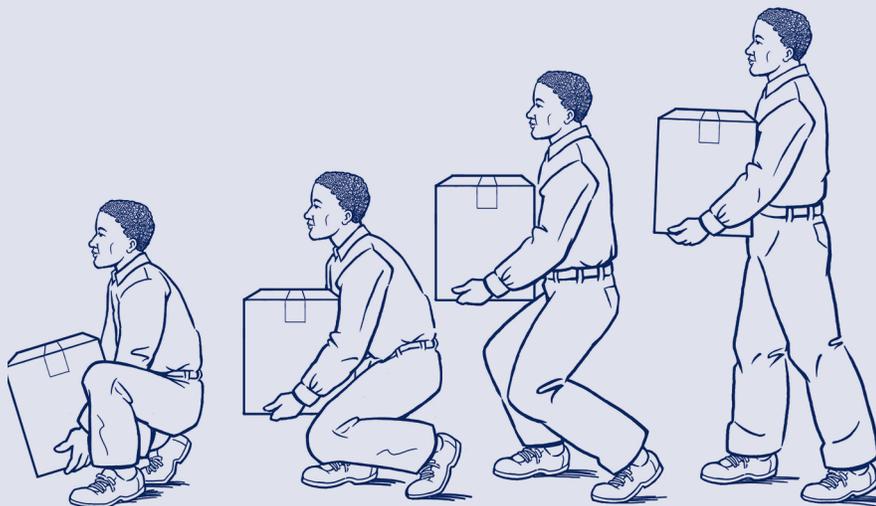


SAFE LIFTING TECHNIQUE

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

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

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

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 |
|--|--------------------|-------------------|--------------------|
| Repetition | | | |
| Repeated forceful or awkward motions | | | |
| Little or no rest | | | |
| Using same body part repeatedly | | | |
| Awkward Posture | | | |
| 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 | | | |
| Forceful Motion | | | |
| 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 |
|--|--------------------|-------------------|--------------------|
| Stationary Position | | | |
| Working in one position for long periods | | | |
| Standing for long periods | | | |
| Sitting for long periods | | | |
| Direct Pressure | | | |
| Tool or equipment pressing on hand or body | | | |
| Seat or table pressing on leg or body | | | |
| Vibration | | | |
| Using vibrating hand tools | | | |
| Operating vibrating heavy equipment (including large vehicles) | | | |
| Temperature and Environment | | | |
| Temperature too hot or too cold | | | |
| Workplace poorly lit | | | |
| Walkways obstructed or slippery | | | |
| Work stress | | | |
| 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, <https://www.cdc.gov/niosh/docs/97-117/pdfs/97-117.pdf> 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 Safety Data Sheets (SDSs).
- 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:

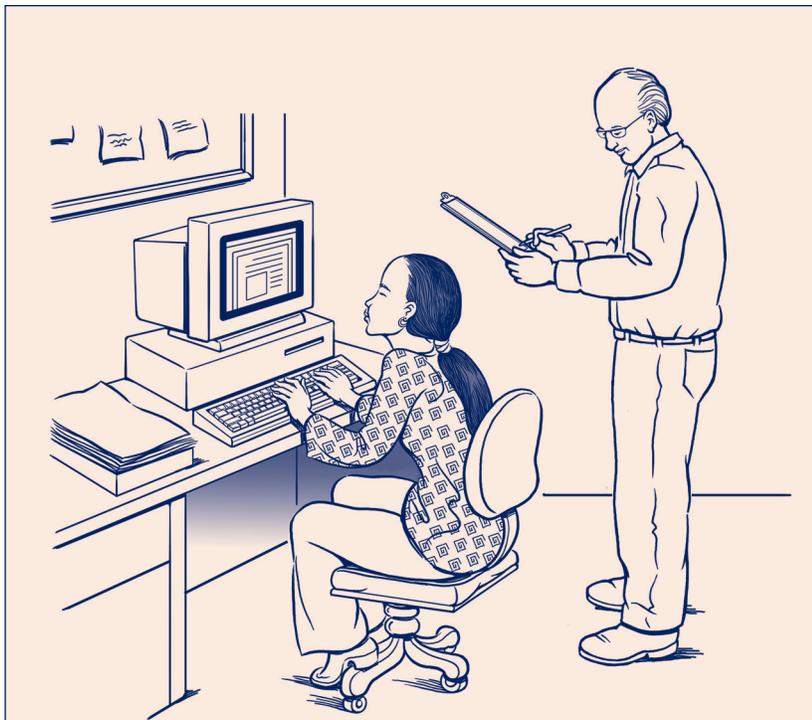
- Checklists for specific hazards and for general work operations.
- Notepaper to document what you see and to take notes on conversations with employees and supervisors.
- Equipment to measure, monitor, and document hazards, such as cameras, tape measures, sound level meters, and thermometers.



Points to Remember

- 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

- 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

- 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

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.

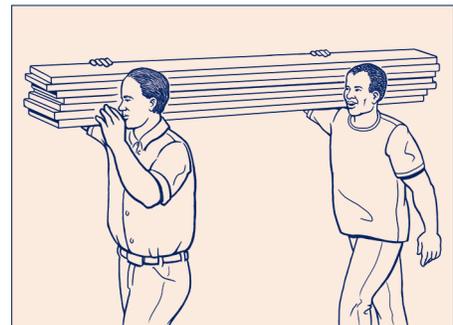


Improve Work Policies and Procedures

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.





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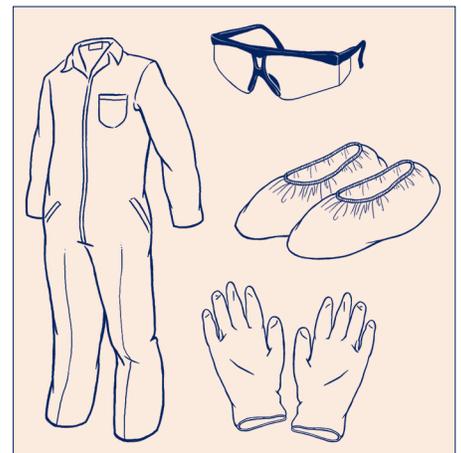
- Improve personal hygiene facilities and practices. Provide a way for employees to wash their hands and face before eating and drinking. Prohibit eating in work areas. Set up facilities for showering after the shift, and leaving contaminated clothes at the workplace.
- Provide worker training programs. 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

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 studyⁱ

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

i 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 Safety Data Sheets (SDSs).
- 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

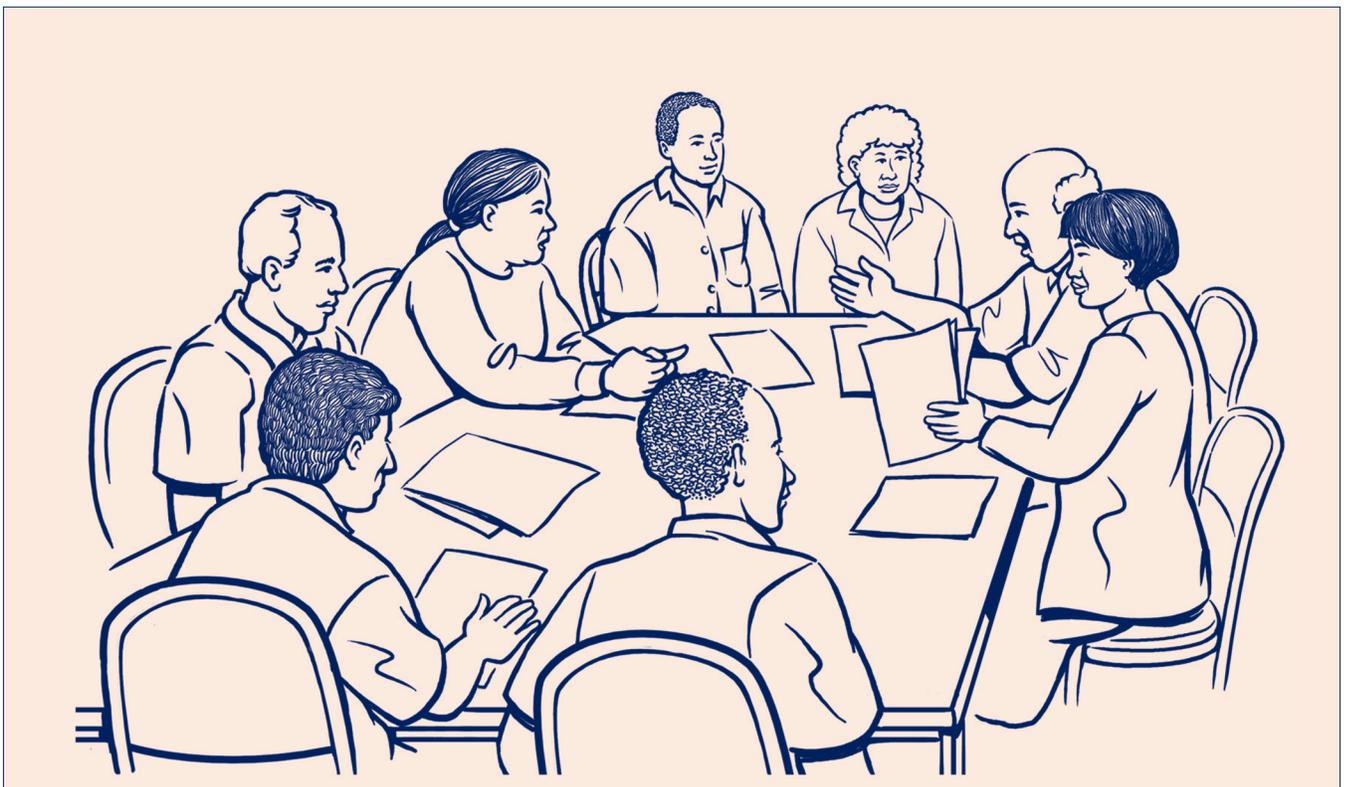
- Respond to concerns raised by employees and supervisors.
- Recommend training for new employees and supervisors, and refresher training on health and safety practices, procedures and emergency response.
- Plan and organize training programs.
- Establish or improve procedures for employees to report 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.



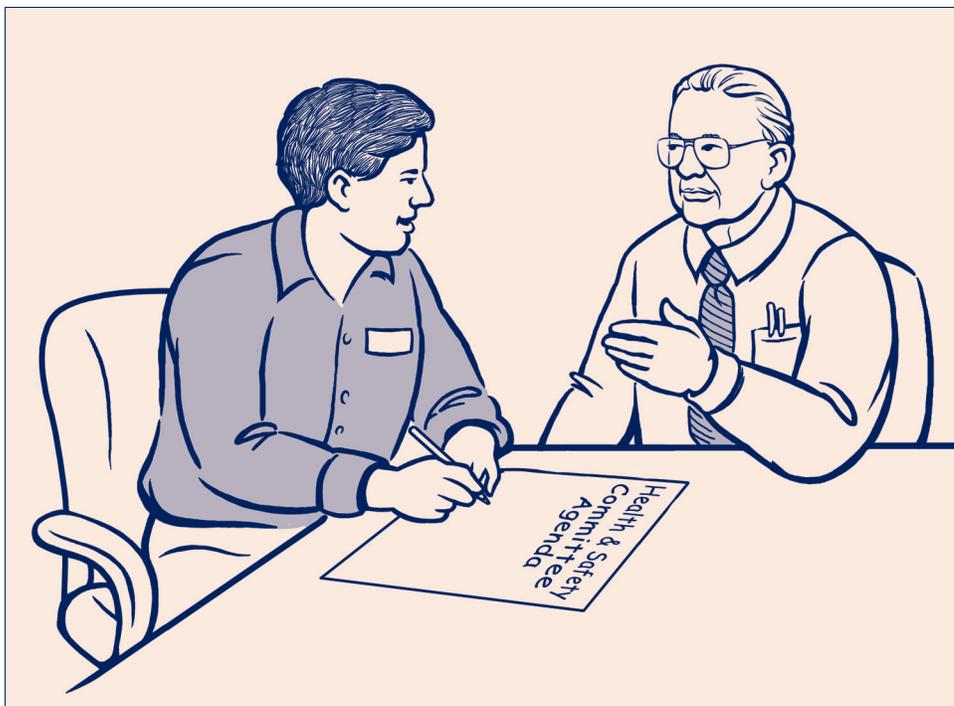


Resources Needed

- 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:

Location:

Employees involved and their job titles:

III. Description of What Happened:

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



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.)

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

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

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



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

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 |
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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 |
|-----------------------|---------------|---------------|--------------------|-----------------------------|-----------------------|------------------|
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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

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

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:

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| <ul style="list-style-type: none"> • 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. • Keep classrooms free of clutter. | <ul style="list-style-type: none"> • Make sure shelves and storage racks are stable and secured. • Wear shoes with non-skid soles. • Be aware of caution signs for maintenance and construction projects. |
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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, bending to help students, staying on your feet for long periods of time, or moving students with physical disabilities.

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| <ul style="list-style-type: none"> • When you work on a computer: <ul style="list-style-type: none"> - 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. - The top of your screen should be at or just below eye level, and 16-22 inches away. | <ul style="list-style-type: none"> • Avoid using chairs or other furniture designed for children. • Ask for help when lifting students, heavy objects or moving equipment. • Obtain the SASH ergonomics fact sheet for additional practical tips. |
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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.

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

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| <ul style="list-style-type: none"> • 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. Use a buddy system. Notify administrators if you are working late. • Check with administration on the reporting process for violent incidents and threats • Put your personal belongings in a secure place. | <ul style="list-style-type: none"> • Make sure the school requires parents and visitors to sign in at the main office. • Advocate for workplace violence training for all school staff. • Obtain the SASH emergencies fact sheet for additional practical tips. • Work with the district to develop and implement safety procedures and training programs on handling student behavioral problems. |
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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.

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| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Try to get regular exercise. • Eat a well-balanced, healthy diet.  |
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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.

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

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| <ul style="list-style-type: none"> • Find out what types of chemicals are present in the school. • If you use chemicals in your class: <ul style="list-style-type: none"> - Use the least toxic chemical you can. - Make sure all chemicals are labeled. If you put chemicals into a different container, label the new container. - Obtain a Data Safety Sheet (SDS)* for each product. - Ask for chemicals training. - Ventilate your classroom. | <ul style="list-style-type: none"> • 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. • 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. • Ask for chemicals training. Be familiar with the emergency plan in case of a chemical accident. • 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. |
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***What is an SDS?** An SDS is a 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 SDS 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 and click on Hazards by Occupation. Or call 510-642-5507.

* Safety Pays

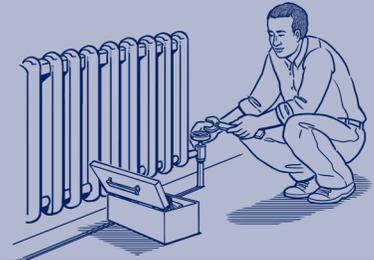
Although resources are limited in school districts, some solutions do not require extra money.

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.

A HEALTH AND SAFETY TIP SHEET FOR SCHOOL MAINTENANCE STAFF



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:

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| <ul style="list-style-type: none"> • Identify the cause of the slippery floor and address the problem to eliminate the hazard. • Clean up spills in your work area immediately. • Use warning signs to keep people away from wet floors. • Always use a ladder or footstool to reach for objects. Never use a box or cart. Ask for help if needed. | <ul style="list-style-type: none"> • 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. • Make sure shelves and storage racks are stable and secured. • Wear shoes with non-skid soles. |
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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, moving heavy equipment, repeating the same motion over and over again, or using power tools that vibrate.

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| <ul style="list-style-type: none"> • Follow guidelines for proper lifting: <ul style="list-style-type: none"> - Keep the load close to your body; - Squat and lift with your legs; back straight - Do not twist. • 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. | <ul style="list-style-type: none"> • If moving equipment around, push instead of pull. • Obtain the SASH ergonomics fact sheet for additional practical tips. |
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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.

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| <ul style="list-style-type: none"> • Check all equipment for loose, broken, or damaged parts before use. Immediately report any damaged equipment, such as frayed wires or electrical cords. • Dry your hands before touching electrical equipment. Keep electrical equipment away from water. • Disconnect an electrical plug by pulling on the plug, not the cord. • Make sure equipment is in the “Power off” position before plugging it into an outlet. • 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. | <ul style="list-style-type: none"> • Follow the manufacturers’ instructions for proper maintenance and repair, and replace any equipment that is not safe. • Make sure safety guards are in place. • 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. • Ask your supervisor for appropriate personal protective equipment such as goggles, respirators, and hearing protection. • Advocate for CPR training so that you and others can administer CPR to a victim of electrical shock. |
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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.

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| <ul style="list-style-type: none"> • Verify that the heating, ventilation and air conditioning (HVAC) system is working well. The HVAC system should be inspected annually. | <ul style="list-style-type: none"> • 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. |
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A HEALTH AND SAFETY TIP SHEET FOR SCHOOL MAINTENANCE STAFF



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"> • Find out what types of chemicals are present in your work area. • 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. • 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. • Ventilate the area as well as possible. • Make sure all chemicals are labeled and that you have a Safety Data Sheet (SDS)* for each product. If you put chemicals into a different container, label the new container. | <ul style="list-style-type: none"> • 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. • Ask your supervisor for chemicals training, including how to use gloves, respirators or other protective gear, as indicated by the SDS. Be familiar with the emergency plan in case of a chemical accident. • Obtain specific training on hazardous waste management if you handle or store any hazardous waste at your school. • Find out if you could be exposed to lead or asbestos. See Lead-Safe Schools materials at www.lohp.org 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! |
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*What is an SDS? An SDS is a 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 SDS 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 and click on Hazards by Occupation. Or call 510-642-5507.

* 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

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

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"> • Check all equipment for loose, broken, or damaged parts before use. Immediately report any damaged equipment, such as frayed wires. • Follow the manufacturers' instructions for proper maintenance and repair, and replace any equipment that is not safe. • Inspect the work area for hazards. Remove sticks, bottles, hidden wires, posts, and other debris. • Never operate gasoline- or diesel-powered equipment indoors; this prevents deadly levels of carbon monoxide from building up. | <ul style="list-style-type: none"> • Keep lawnmower blades sharp. • Use tools with padded handles to minimize vibration. • Ask your supervisor for high-top boots with steel-reinforced toes to protect against falling or abrasive objects. • Ask your supervisor for appropriate personal protective equipment such as goggles, gloves, respirators, and hearing protection. • Be sure emergency phone numbers are clearly posted and that a first aid kit is available and fully stocked. |
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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"> • Follow guidelines for proper lifting: <ul style="list-style-type: none"> - Keep the load close to your body; - Squat and lift with your legs; - Keep your back straight; and - Do not twist. • 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. | <ul style="list-style-type: none"> • Store the heaviest items on shelves at waist height. • Stand and do gentle stretches when possible. • Obtain the SASH ergonomics fact sheet for additional practical tips. |
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Chemicals

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

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| <ul style="list-style-type: none"> • Find out what types of chemicals are present in your work area. • Ask your supervisor to provide less toxic chemicals when possible. • Ask your supervisor for chemicals training, including how to use gloves, respirators or other protective gear, as indicated by the SDS. Be familiar with the emergency plan in case of a chemical accident. | <ul style="list-style-type: none"> • Make sure all chemicals you use are labeled and that you have a Safety Data Sheet (SDS)* for each product. If you put chemicals into a different container, label the new container. • 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. |
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*What is an SDS? An SDS is a 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 SDS on request.

Slip and Fall Hazards

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"> • Identify the cause of the slippery floor and address the problem to eliminate the hazard. • Always use a ladder or footstool to reach for objects. Never use a box or cart. Ask for help if needed. | <ul style="list-style-type: none"> • 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. • Wear shoes with non-skid soles. |
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Noise

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

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| <ul style="list-style-type: none"> • Ask your supervisor to provide ear muffs or ear plugs as needed to protect your hearing when using power equipment. | <ul style="list-style-type: none"> • Ask your supervisor to post a copy of the OSHA noise standard in the workroom. • Make sure powered equipment is in good condition; this will help reduce noise. |
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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"> • Use wrap-around sunglasses with UVA/UVB protection to reduce your risk of cataracts. • Wear thin, light-colored long pants, long-sleeve shirt, and a hat. • Use sun screen even on body parts covered from the sun. • Take rest breaks in the shade. | <ul style="list-style-type: none"> • Drink plenty of cool, potable water throughout the day. • Watch for symptoms of heat illness. • 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. • Ask your supervisor for training on preventing heat illness. |
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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"> • 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 • Ask for training on electrical hazards. • 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. | <ul style="list-style-type: none"> • Ask your supervisor to make sure that ground fault circuit interrupters (GFCIs) of the breaker or receptacle type are being used. • Make sure electrical connections are suitable for the type of tool being used and the working conditions (wet, dusty, flammable vapors). • Advocate for CPR training. |
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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 and click on Hazards by Occupation. Or call 510-642-5507.

* 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

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

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.

A HEALTH AND SAFETY TIP SHEET FOR SCHOOL FOOD SERVICE EMPLOYEES



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"> • Use knives that are the right size and type for your task. • Keep knives sharp. • Place a damp cloth under your cutting board to prevent slipping. When cutting, tuck in fingers on the hand that is holding the food. • If you are doing a lot of cutting, wear cut-resistant gloves that cover the wrists, fit well, and have sturdy, tightly-woven seams. • Do not place sharp objects in sinks filled with soapy water. • Before using a machine (such as a slicer), make sure machine guards are in place. | <ul style="list-style-type: none"> • Keep hands, face, hair, clothing, and jewelry away from moving machine parts. • Designate one clearly-marked trash can for broken glass and sharp can lids. • Store glasses, bottles, and dishware away from areas with a lot of foot traffic. • Unplug machines before cleaning them. • 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. |
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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"> • Find out what chemicals you use in your work. • Ask your supervisor to provide less toxic chemicals when possible. • Dilute chemicals (such as disinfectant) according to the manufacturer's directions. • Open windows and doors, if possible. • Make sure all chemicals you use are labeled and that you have a Safety Data Sheet (SDS)* for each product. | <ul style="list-style-type: none"> • Do not mix chemicals unless instructed to by the manufacturer. • Close all containers, especially spray bottles, when not in use. • Ask your supervisor for chemicals training, including how to use gloves, respirators or other protective gear, as indicated by the SDS. Be familiar with the emergency plan in case of a chemical accident. |
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*What is an SDS? An SDS is a 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 SDS 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">• Make sure grills and other hot surfaces have built-in guard bars.• Avoid overcrowding on range tops.• Set pot handles away from burners, and make sure they do not stick out over the edge of the range.• Use potholders, gloves, or heat-resistant mitts when checking food on the stove, placing food in boiling water, or reaching into ovens and broilers. | <ul style="list-style-type: none">• Never use wet material (like a damp towel) as a potholder.• Use splash guards on fryers. Reduce splattering by drying wet food and brushing off ice crystals before placing food in the fryer basket. |
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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">• Clean up food debris on floors immediately. If this is not possible, place a warning cone on the area until debris can be removed.• Use non-slip stable floor mats in wet areas.• Use warning signs to keep people off wet floors.• Keep walkways and work areas free of clutter. | <ul style="list-style-type: none">• Always use a ladder or footstool to reach for objects. Never use a box or cart. Ask for help if needed.• 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.• Make sure shelves and storage racks are stable and secured.• Wear shoes with non-skid soles. |
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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"> • Use smaller, lighter bus pans and trays. • Store heavy items in easy-to-reach areas to avoid overreaching or bending. • Push carts instead of pulling them, when possible. | <ul style="list-style-type: none"> • Use floor mats to protect against constant impact with hard surfaces. • Obtain the SASH ergonomics fact sheet for additional practical tips. |
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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"> • If you may come into contact with blood or other bodily fluids: <ul style="list-style-type: none"> - wear disposable gloves; - wash your hands with soap and water; and - disinfect any equipment or work areas that are affected. | <ul style="list-style-type: none"> • Wash your hands frequently.  |
|--|---|

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 and click on Hazards by Occupation. Or call 510-642-5507.

* 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

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

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.

A HEALTH AND SAFETY TIP SHEET FOR SCHOOL CUSTODIANS



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"> • Clean up spills immediately. • Use warning signs to keep people away from wet floors. • Use caution when stripping and waxing floors. Some chemicals make floors slippery. • Always use a ladder or footstool to reach for objects. Never stand on a box or cart. | <ul style="list-style-type: none"> • 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. • Make sure shelves and storage racks are stable and secured. • Wear shoes with non-skid soles. |
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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"> • Request that your supervisor provide lightweight microfiber mops and long-handled scrubbers. • Place a step-up platform next to the dumpster, if possible. • Use a dolly or rolling cart to move heavy objects. • Drill holes into the bottom of garbage barrels. This makes it easier to lift garbage bags out of the barrel. | <ul style="list-style-type: none"> • For tasks that require repetitive motions (such as mopping), alternate between the left and right hands. • For backpack vacuums, check proper fit, including use of the support harness. Empty the vacuum bag often to lighten the vacuum. • Obtain the SASH ergonomics fact sheet for additional practical tips. |
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Chemicals

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

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| <ul style="list-style-type: none"> • Find out what chemicals you use in your work. • Ask your supervisor to provide less toxic chemicals when possible. • Open windows and doors, if possible. • Make sure all chemicals you use are labeled and that you have a Safety Data Sheet (SDS)* for each product. If you put chemicals into a different container, label the new container. • Dilute chemicals (such as disinfectant or floor stripper) according to manufacturer's directions. • Do not mix chemicals unless instructed to by the manufacturer. Never mix bleach and ammonia. • Close all containers, especially spray bottles, when not in use. | <ul style="list-style-type: none"> • Keep floors clean to reduce the need for floor strippers. Use floor mats at all entry ways to catch dirt. • Ask your supervisor for chemicals training, including how to use gloves, respirators or other protective gear, as indicated by the SDS. Be familiar with the emergency plan in case of a chemical accident. • 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. • 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. |
| <p>*What is an SDS? An SDS is a 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 SDS on request.</p> | |

Electrical Hazards

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

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| <ul style="list-style-type: none"> • Keep electrical equipment away from water. • Dry your hands before touching electrical equipment. • Make sure equipment is in the "Power off" position before plugging it into an outlet • Disconnect an electrical plug by pulling on the plug, not the cord. • Report any damaged equipment, such as frayed electrical cords | <ul style="list-style-type: none"> • 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. • 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. |
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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.

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| <ul style="list-style-type: none"> • Report to maintenance staff any locks and alarms that are not working. • Work in pairs when possible. • Set up a communication system if you're working alone at night or when school is out • Check with administration on the reporting process for violent incidents and threats. | <ul style="list-style-type: none"> • 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. |
|---|--|

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 and click on Hazards by Occupation. Or call 510-642-5507.

* 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"> • Identify the cause of the slippery floor and address the problem to eliminate the hazard. • Keep all walkways clear of clutter. • Make sure shelves and storage racks are stable and secured. • Wear shoes with non-skid soles. | <ul style="list-style-type: none"> • Be aware of caution signs for maintenance and construction projects. • 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. |
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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: 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"> • When you work on a computer: <ul style="list-style-type: none"> - 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. - The top of your screen should be at or just below eye level, and 16-22 inches away. | <ul style="list-style-type: none"> - Keep materials you need close by. - Take a brief stretch break each hour. • Avoid moving supplies or equipment without assistance. • Obtain the SASH ergonomics fact sheet for additional practical tips. |
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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.

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

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

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

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| <ul style="list-style-type: none"> • Find out what types of chemicals are present in the school. • If you use any cleaning supplies, follow safety precautions on the label. • Ask your supervisor to provide less toxic chemicals. • Ventilate the area as well as possible. • Ask your supervisor for chemicals training. Be familiar with the emergency plan in case of a chemical accident. • Make sure all chemicals are labeled and that you have a Safety Data Sheet (SDS)* for each product. | <ul style="list-style-type: none"> • To reduce the need for pesticides, make sure offices are cleaned well after eating or drinking, and have any cracks and crevices repaired. • 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. |
|--|---|

***What is an SDS?** An SDS is a 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 SDS 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 and click on Hazards by Occupation. Or call 510-642-5507.

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

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

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

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

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

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

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





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!

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.

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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: _____

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To learn more....

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SASH

SCHOOL ACTION FOR
SAFETY AND HEALTH



PREVENTING INJURIES FROM STUDENT BEHAVIORS

A Health and Safety Tip Sheet for California Paraeducators

Labor Occupational Health Program, University of California, Berkeley
National Institute for Occupational Safety and Health

PREVENTING INJURIES FROM STUDENT BEHAVIORS



A Health and Safety Tip Sheet for California Paraeducators

As a special education paraeducator, you play an essential role in supporting teachers and school administrators in meeting the educational needs of students with disabilities. Sometimes, in the course of that work, a student with special needs might become physically aggressive and potentially dangerous, even though that student may not intend to cause harm. For example, a student might bite, kick, punch, or push you or throw an object at you. Knowing how to prevent these types of aggressive behaviors and what to do to protect yourself can reduce your chance of suffering a serious injury.

Prevent Aggressive Outbursts

- **Get additional training** on how to work safely with children who display aggressive behaviors. Look for trainings that teach you how to recognize triggers and act early to avoid an aggressive outburst. Look for training on how to deescalate a situation. Effective training should emphasize the need to support and comfort a student in distress, rather than controlling a student through the use of restraint. You should have the opportunity to practice techniques to protect yourself and a student acting aggressively. See the resources section below for ideas. Substitute paraeducators should also receive training before working with students that have aggressive behaviors.
- **Advocate for teachers to be trained** on how best to work with paraeducators. Communication is important to a successful partnership. Teachers and paraeducators need to agree on their respective roles, lesson plans, schedules, and routines, and how to troubleshoot issues that come up.

* Did you know?

- Paraeducators are more likely to be injured by aggressive student behavior in their first three years of employment.
- Those who work in special education are more likely to be physically assaulted than those who engage in standard classroom teaching.
- In 2015, the incidence rate for “violent” acts, which includes aggressive student behavior, was five times higher for teaching assistants than for teachers.



PREVENTING INJURIES FROM STUDENT BEHAVIORS

- **Develop an action plan in collaboration** with teachers and administrators to minimize the use of physical restraint. This action plan should include training, support from teachers and administrators in deescalating situations, and a process for debriefing after an incident occurs. A plan like this can reduce injuries to staff and the need for physical intervention.
- **Review the student's Individual Education Plan (IEP).** A student's IEP may include a Behavioral Intervention Plan that tells you what actions you can take to prevent problem behaviors and what actions you can take when those behaviors occur. Ask the teacher or others if you need help understanding any part of the IEP.
- **Identify triggers early.** Create a behavioral chart to track triggers, behaviors, and consequences. Recognizing triggers can help you create a low-stimulation environment and also help you redirect a student's attention to avoid an aggressive outburst.
- **Call for assistance early.** If you call for assistance as soon as a problematic behavior begins, you may be able to avoid the use of emergency interventions.
- **Understand and address the cause of the problematic behavior.** For example, if a student throws a book because she cannot read it, then focusing on her reading skills may help prevent another incident. If a student does not feel well physically, then respond to that from the start. Addressing underlying issues is critical to preventing aggressive behaviors.
- **Be consistent in managing behavior.** The teacher and paraeducator should use the same methods and use them consistently.
- **Give praise for good behavior.** Praise should be specific and focus on actions or behavior ("Thank you for actively listening to the instructions"), not on characteristics ("You are so smart").
- **Teach alternative behaviors at a moment when the student is calm and open to learning.** When people are in distress, they are not open to learning.



PREVENTING INJURIES FROM STUDENT BEHAVIORS

- **Offer choices.** Redirect a student who is growing distressed by giving positive options.
- **Give corrections directly and immediately.** If possible, give any corrections in private. Tell the student what kind of behavior is unacceptable and what is expected. Help the student learn how to do what is expected.

Be Prepared for Aggressive Outbursts

- **Secure heavy objects.** In certain contexts, it may be necessary to nail down or secure heavy furniture, so that it cannot be pushed or thrown. For example, nail down heavy furniture in a seclusion room.
- **Don't work in isolation.** When you work with a student who has had physical outbursts in the past, be sure that another staff person is in the room or nearby. Find out in advance how to call for help in case of a trigger or aggressive outburst.
- **Dress for success.** Wear comfortable, closed-toe shoes. Do not wear items that can be grabbed, such as big earrings or very loose clothing. Pull long hair back.
- **Consider whether protective equipment is needed.** If an aggressive outburst occurs, you may need to use pillows or other soft objects to block blows, as an alternative to using physical restraint. Personal protective gear such as padded or Kevlar arm sleeves, gloves, and hats may be helpful in certain situations. Personal protective gear should be clean and should not be shared among staff.

PREVENTING INJURIES FROM STUDENT BEHAVIORS

Respond to Aggressive Outbursts

- **Use a “hands off” approach** for severe behavior whenever possible.
- **Remove any potentially dangerous objects.**
- **Separate or clear the room of other students if necessary.**
- **Use a time-out.** In a time-out, students are isolated from stimuli that might reinforce their aggressive behavior. Students can take a time-out at their desks or be removed to a separate area where a staff member is present and monitoring the student. This is different from seclusion, an emergency intervention that isolates students.
- **Use emergency interventions** when there is a clear and present danger of serious physical harm to the student or others and when a less restrictive response will not prevent the harm. Check with your local Special Education Local Plan Area (SELPA) to find out what emergency interventions are allowed as a last resort. The Behavioral Intervention Plan may also provide guidance.
 - SELPAs typically allow some method of physical restraint to be used as a last resort. Some techniques require multiple staff. Because restraints can pose serious risks to both the student and the staff, restraints should be used only by a properly trained staff person.
 - Seclusion is allowed by some SELPAs. Locked seclusion, however, is prohibited in California. Because seclusion can be very traumatic and students may harm themselves while in seclusion, it is best to use other alternatives if possible. If seclusion is necessary, closely monitor the student and use it for a limited period of time.
- **Do not take it personally.** Student may not be able to control their behavior on their own.



PREVENTING INJURIES FROM STUDENT BEHAVIORS



Report Incidents

- **Write up an incident report in a timely manner.** Check with your local SELPA for specific procedures. Remember that it is important to report incidents even if the student did not intend to harm anyone. It is also important to report incidents even if the injury is not severe.
- **Write up a behavioral emergency report** after the use of emergency interventions. In California, this is a required step, which triggers the IEP team to determine whether further steps are needed to assess behavior or develop more effective interventions.
- **Take time to debrief after an incident.** This is an important way for staff and, when appropriate, the student to process what happened and what can be done to deescalate a situation in the future.
- **Finally, take care of yourself!** Caring for others is stressful and sometimes traumatic. Ask for what you need. Work with teachers and school administrators to create a reasonable workload and a balance between work and life outside work.

Resources for More Information

- Your local Special Education Local Plan Area (SELPA) provides resources and trainings for paraeducators. The SELPA sets policies, such as the procedures for emergency intervention.
- The Council for Exceptional Children offers webinars and tools for working with children with special needs. <https://www.cec.sped.org>
- The Crisis Prevention Institute provides training and webinars on topics such as defusing difficult student behavior and nonviolent crisis intervention. <https://www.crisisprevention.com>
- Pro-ACT provides training and webinars on many topics including the use of restraint and strategies for minimizing the use of restraint. <https://www.proacttraining.com>
- The Ventura County SELPA's "Training Manual for Special Education Paraeducators/ Instructional Aides" contains worksheets, tools, and advice. It is available online at <http://www.vcselpa.org/Publications/>.
- The Association of Positive Behavior Support provides webinars and case studies on how to develop positive behavior interventions for students. www.apbs.org

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
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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. 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 510-642-5507 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.

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.



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 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 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, 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, 17th Floor
Oakland, CA 94612

{ P } 510-622-3959

{ F } 510-286-0499

www.dir.ca.gov/chswc/sash

SASH Resource Center
Labor Occupational Health
Program (LOHP)

University of California Berkeley
2199 Addison St., Suite 451
Berkeley, CA 94720

{ P } 510-642-5507

{ F } 510-643-5698

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



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
2199 Addison St., Suite 451
Berkeley, CA 94720-7360
(510) 642-5507
andrews2@berkeley.edu
www.lohp.org
www.dir.ca.gov/chswc/sash

Resources For Writing Your IIPP

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/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

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.nea.org/home/16364.htm>

OTHER HEALTH AND SAFETY RESOURCES

- 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 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

- 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>
- 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>

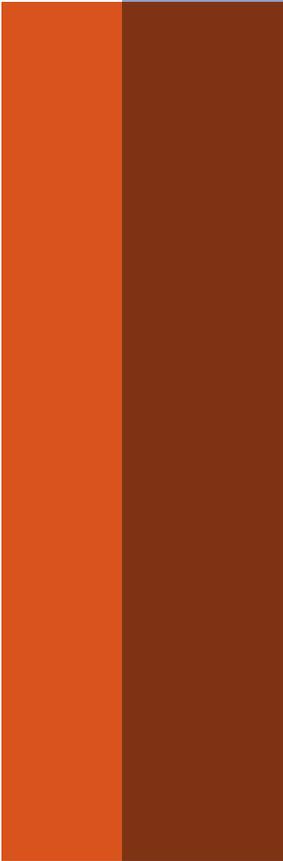


RESOURCE LIST

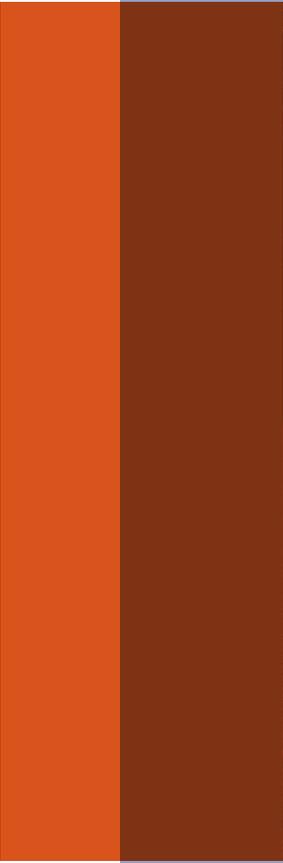
- The Hazard Evaluation System and Information Services (HESIS) at the California Department of Public Health can assist California employers and employees with questions about the health effects of chemical and physical agents in the workplace. See: <https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/OHB/HESIS/Pages/About-HESIS.aspx>
- 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: <https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/OHB/Pages/OHB.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>















SASH Class Evaluation

Please take a few moments to let us know what you learned and your opinion about the class. Your responses will help us teach future SASH classes. This information will be kept confidential; your supervisor will never see it. Please feel free to skip any question that makes you uncomfortable. If you have any questions about this form, please ask the trainer.

First Name _____ Last Name _____
(Please print)

Class Location (City) _____ Date: ____/____/____

Investigating and controlling hazards

Please read the workplace scenario and answer questions 1-3, below.

Joe's duties include carrying lumber a long way to different locations around a construction site. When he was hired, he was told not to carry more than three or four boards at a time. The crew has a tight deadline, and everyone is under pressure to work faster. To avoid making lots of trips back and forth, Joe has been carrying more and more boards at a time. Recently, Joe has begun to feel pain in his back. When he felt it even on his days off, he reported it and was sent to the doctor.

1. What was the **direct cause** of the worker's injury?

2. What are the **underlying or root causes** that contributed to the worker's injury?
(Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Worker is not careful on job | <input type="checkbox"/> The distance between the different locations was too far |
| <input type="checkbox"/> Deadlines, production pressures | <input type="checkbox"/> Just a hazardous job |
| <input type="checkbox"/> Worker is not strong | <input type="checkbox"/> Worker receiving poor supervision |

3. Which one of the items below is the **most** effective way to **control the hazard** in this scenario?
(Check only ONE box)

- | | | |
|---|--|--|
| <input type="checkbox"/> ¹ Joe takes frequent breaks | <input type="checkbox"/> ² Occupational therapist sends letter to Joe's employer | <input type="checkbox"/> ³ Supervisor reminds workers to not lift many boards at once |
| <input type="checkbox"/> ⁴ Joe is sent to training | <input type="checkbox"/> ⁵ Boards are delivered to multiple locations by forklift | <input type="checkbox"/> ⁶ Joe wears a back brace |

What have you learned during the class?

Please check whether each item below is True or False.

- | | True | False |
|--|---------------------------------------|---------------------------------------|
| 4. The primary purpose of the School Action for Safety and Health (SASH) program is to keep workers safe. | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² |
| 5. California does not require <u>small</u> districts to have an IIPP. | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² |
| 6. The California Department of Education mandates that every school district has an Injury and Illness Prevention Program (IIPP). | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² |
| 7. When an accident or injury occurs, it is usually due to carelessness. | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² |

8. **NOW** that you have completed the class:

- | How much do you know about these topics? | Nothing | A little | Some | A lot |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) How to identify health and safety hazards | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| b) How to identify the underlying causes of injuries | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| c) Ways to investigate or gather information about health and safety hazards | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| d) Most effective ways to control health and safety hazards | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| e) The required components of an IIPP | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |

9. Please think back to **BEFORE** you took this class:

- | How much did you know back then? | Nothing | A little | Some | A lot |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) How to identify health and safety hazards | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| b) How to identify the underlying causes of injuries | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| c) Ways to investigate or gather information about health and safety hazards | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| d) Most effective ways to control health and safety hazards | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| e) The required components of an IIPP | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |

When you return to your worksite

10. When you return to your worksite, how likely are you to do the actions below in the next two months?

| | Very likely | Somewhat likely | A little likely | Not at all likely |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Identify hazards in your school or district | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| b) Tell a supervisor about a worksite hazard if you identify one | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| c) Identify possible solutions to health and safety problems | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| d) Recommend to a supervisor possible solutions for health and safety problems you identify | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| e) Serve as a health and safety resource for your co-workers, the union, the employer, or others | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| f) Ask for a copy of your district or school's IIPP | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| g) Help with the development or implementation of your district's IIPP | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |

11. What are the biggest challenges your school or district faces in implementing an effective health and safety program at your workplace?

Please tell us a little about yourself

12. How many years have you worked in your occupation?

- ¹ Less than 3 ² 3-6 yrs ³ 7-10 yrs ⁴ 11-14 yrs ⁵ More than 14

13. How much does your district or school support your efforts to be a health and safety resource?

- ¹ Strongly supports
² Moderately supports
³ Supports a little
⁴ Supports not at all

What are your thoughts on the class?

Your feedback will help us improve the class—and we appreciate your opinions!

14. What is your opinion about the length of time used for each topic that was presented?

| | Too much time | Right amount of time | Too little time |
|--|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Rating Your District's IIPP | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ |
| b) Why Injuries Occur (Marie's cart) | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ |
| c) Hazard Assessment (hazard mapping) | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ |
| d) Hazard Control (prioritizing health and safety problems and the pyramid game) | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ |
| e) Making the Case for Safety (role play) | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ |
| f) Involving Employees (ways to communicate with employees, key messages) | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ |
| g) Effective Health and Safety Committees (scenario) | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ |
| h) Making Your Program Successful (action plan) | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ |

15. Are there any topics we did not cover that would have been helpful to you?

16. Overall, how well did the class meet your expectations? (Please check one box below)

Exceeded Expectations

Met Expectations

Not met expectations

 ¹ ² ³ ⁴ ⁵

Thank you so much!!