

Injury & Illness Prevention Program



MARIN COUNTY

OFFICE OF EDUCATION

**Updated September 30, 2021
with COVID-19 Prevention and Response Safety Plan
(Cal/OSHA COVID-19 Safety Plan)**

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INTRODUCTION

In order to maintain a safe and healthful work environment the Marin County Office of Education has developed this Injury & Illness Prevention Program for all employees to follow. This document describes the goals, statutory authority, and the responsibilities of all employees under the Program. It addresses Compliance, Hazard Identification, Accident Investigation, Hazard Mitigation, Training, Hazard Communication, and Program Documentation. By making employee safety a high priority for every employee we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at the Marin County Office of Education.

GOALS

Diligent implementation of this program will reap many benefits for the Marin County Office of Education. Most notably it will:

1. Protect the health and safety of employees. Decrease the potential risk of disease, illness, injury, and harmful exposures to district personnel.
2. Reduce workers' compensation claims and costs.
3. Improve efficiency by reducing the time spent replacing or reassigning injured employees, as well as reduce the need to find and train replacement employees.
4. Improve employee morale and efficiency as employees see that their safety is important to management.
5. Minimize the potential for penalties assessed by various enforcement agencies by maintaining compliance with Health and Safety Codes.

STATUTORY AUTHORITY

- ◆ California Labor Code Section 6401.7
- ◆ California Code of Regulations Title 8, Sections 1509 and 3203

RESPONSIBILITY

The ultimate responsibility for establishing and maintaining effective environmental health and safety policies specific to district facilities, operations, and responsibilities of the Injury & Illness Prevention Program are established with:

Primary Responsibility: Mr. Ken Lippi
Deputy Superintendent
415-499-5866

Alternate Responsibility: Mr. Mike Grant
Director
415-499-5849

It is the responsibility of Site Administrators Supervisors and Managers to follow procedures, which ensure effective compliance with the Injury & Illness Prevention Program, as well as other health and safety policies related to operations under their control.

Site Administrators, Supervisors and Managers, are responsible for enforcement of this Program among the employees under their direction by carrying out the various duties outlined herein, setting acceptable safety policies and procedures for each employee to follow and ensuring that employees receive the general safety training. Each Site Administrator, Supervisor, and Manager must also ensure that appropriate job specific safety training is received, and that safety responsibilities are clearly outlined in the job descriptions, which govern the employees under their direction. Supervising others also carries the responsibility for knowing how to safely accomplish the tasks assigned each employee, for purchasing appropriate personal protective equipment, and for evaluating employee compliance.

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area, as well as those identified in this Program. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors.

The Marin County Office of Education is responsible for developing and managing this Injury & Illness Prevention Program.

COMPLIANCE

Compliance with this Injury & Illness Prevention Program will be achieved in the following manner:

1. Site Administrators, Supervisors, and Managers will set positive examples for working safely and require that all staff under their direction work safely.
2. Site Administrators, Supervisors, and Managers will use all disciplinary procedures available to them to ensure that employees follow established safety policies and procedures. Performance evaluations, verbal counseling, written warnings, and other forms of disciplinary action are available.
3. Site Administrators, Supervisors, and Managers will identify the resources necessary to provide a safe work environment for their employees and include them in budget requests.

The Marin County Office of Education has developed this comprehensive Injury & Illness Prevention Program to enhance the health and safety of its employees.

HAZARD IDENTIFICATION - See Appendix A

A health and safety inspection program is essential in order to reduce unsafe conditions, which may expose employees to incidents that could result in personal injuries or property damage. It is the responsibility of Program Managers, Supervisors and management personnel to ensure that appropriate, systematic safety inspections are conducted periodically.

Scheduled Safety Inspections

Upon initial implementation of the Program inspections of all work areas will be conducted. All inspections will be documented using the attached forms (or equivalent) with appropriate abatement of any hazards detected.

Thereafter, safety inspections will be conducted at the frequency described below:

1. Annual inspections of all office areas will be conducted by maintenance staff to detect and eliminate any hazardous conditions that may exist.
2. Semi-annual inspections of all potentially hazardous areas (shops, cafeterias, warehouses, sheds, etc.) will be conducted to detect and eliminate any hazardous conditions that may exist.

Unscheduled Safety Inspections

1. Additional safety inspections will be conducted by the Facilities Departments, Ranch Manager or site administrator whenever new equipment or changes in procedures are introduced into the workplace that presents new hazards.
2. Site Administrator will conduct periodic unscheduled safety inspections of all potentially hazardous areas to assist in the maintenance of a safe and healthful workplace.
3. Safety reviews will be conducted when occupational accidents occur to identify and correct hazards that may have contributed to the accident.

ACCIDENT INVESTIGATIONS

Site Administrators, Supervisors, and Managers will investigate all accidents, injuries, occupational illnesses, and near-miss incidents to identify the root cause. Appropriate repairs or procedural changes will be implemented promptly to correct the hazards implicated in these events. (See Appendix B)

To ensure timely accounting for Workers' Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form and District Accident Investigation Form available at the District Office or school site.

HAZARD CORRECTION

All hazards identified will be promptly investigated and alternate procedures implemented as indicated. The District recognizes that hazards range from imminent dangers to hazards of relatively low risk. Corrective actions or plans, including suitable timetables for completion, are the responsibility of the Site Administrator or Superintendent.

TRAINING

Effective dissemination of safety information lies at the very heart of a successful Injury & Illness Prevention Program. All employees must be trained in general safe work practices. In addition, specific instruction with respect to hazards unique to each employee's job assignment will be provided.

General Safe Work Practices

At a minimum, as a routine component of new employee orientation, and back to school training programs, all employees will be trained in the following:

1. Fire Safety, Evacuation, and Emergency Procedures - Site Level
2. Hazard Communication (Use of Material Safety Data Sheets) – Facilities Staff
3. Bloodborne Pathogens – Back-to-School - ALL
4. Injury & Illness Prevention Program – Back-to-School - ALL

Specific Safe Work Practices

In addition to this general training, each employee will be instructed how to protect themselves from the hazards specific to their individual job duties. At a minimum this entails how to use workplace equipment, safe handling of hazardous materials and use of personal protective equipment. Training must be completed before beginning to work on assigned equipment, and whenever new hazards or changes in procedures are implemented.

The Director of General Services is responsible for providing Site Administrators, Supervisors, and Managers with the training necessary to familiarize themselves with the safety and health hazards their employees are exposed to.

It is the responsibility of each Site Administrator, Supervisor, and Manager to know the hazards related to his/her employee's job tasks, and ensure they receive appropriate training.

1. Supervisors will ensure that all employees receive general and job-specific training prior to initial or new job assignments.
2. Supervisors will ensure that employees are trained whenever new substances, processes, procedures or equipment are introduced to the workplace which may create new hazards. Training must also be given when new or previously unrecognized hazards are brought to a supervisor's attention.
3. All training will be documented and kept on file. The attached Employee Training Checklist Form, in Appendix C (or equivalent) will be used for this purpose.

COMMUNICATION

Effective two-way communication, which involves employee input on matters of workplace safety, is essential to maintaining an effective Injury & Illness Prevention Program. To foster better safety communication the following guidelines will be implemented:

The department will use an Employee Bulletin Board for posting information on safety in a location accessible to all employees. Changes in protocol, safety bulletins, accident statistics, training announcements, and other safety information will be posted, as they become available.

Site Administrators, Managers, and Supervisors will provide time at periodic staff meetings to discuss safety topics. Status reports will be given on safety inspections, hazard correction projects, and accident investigation results, as well as feedback to previous employee suggestions. Employees will be encouraged to participate and give suggestions without fear of reprisal. The attached attendance sheet should be used to document attendance and topics covered. Additional communication methods to be used may include:

- | | |
|---------------|------------------|
| ◆ Posters | ◆ Bulletins |
| ◆ Newsletters | ◆ Manuals |
| ◆ Meetings | ◆ Warning Labels |

Employees are encouraged to bring to the District's attention any potential health or safety hazard that may exist in the work area. The attached, Appendix D, Employee Safety Recommendation form (or equivalent) can be used for this purpose. These forms are available in the Central Office and at each school site.

Supervisors will follow up all suggestions and investigate the concerns brought up through these communication methods. Feedback to the employees is critical, and must be provided for effective two-way communication.

Incidents of Non-compliance will be addressed by:

- ◆ Stating such examples at staff meetings; Reviewing and discussing success stories at Safety Committee Meetings and to be shared with a larger organization.
- ◆ Debriefing and reviewing incidents, injuries, illnesses that could have been avoided, with the intent of changing and updating practices and procedures.
- ◆ An immediate discussion between the supervisor and the employee who is discovered working in an unsafe manner.
- ◆ Appropriate disciplinary action up to dismissal.

SAFETY COMMITTEE

The function of the Safety Committee is to create and maintain employees' active, positive interest in safety. This goal can be accomplished by providing open, two-way communication between administrators and employees. Ideally, the safety committee should provide an open forum where employees can take part in and discuss accident causes and means of prevention.

By discussing accident causes and possible solutions, the committee can effectively use a broad spectrum of expertise which will help resolve deficiencies in the most practical, cost effective manner.

Another benefit of the open forum approach is generation of a positive attitude by getting personnel at all levels involved in the decision making process. An effective safety committee can promote positive attitudes. These will result in reduced injuries and accidents and in turn higher production and lower costs.

The committee will have the complete backing and support of the administration. A member of the administration will chair the committee. Committee representatives will be chosen from the following areas.

Certificated Employee Representatives for:

- ◆ Alternative Education
- ◆ Regional Occupational Program
- ◆ Special Education

Classified Employee Representatives for:

- ◆ Business Services
- ◆ Maintenance and Operations
- ◆ Other Departments

Administration

Personnel Services

Walker Creek Ranch

DOCUMENTATION

Many standards and regulations of Cal/OSHA contain requirements for the maintenance and retention of records for occupational injuries and illnesses, medical surveillance, exposure monitoring, inspections and other activities relevant to occupational health and safety. To comply with these regulations, as well as to demonstrate that the critical elements of this Injury & Illness Prevention Program are being implemented, the following records will be kept on file in the District Office or school site for at least the length of time indicated below:

1. Copies of all IIPP Safety Inspection Forms. Retain 5 years.
2. Copies of all Accident Investigation Forms. Retain 5 years.
3. Copies of all Employee Training Checklists and related Training Documents. Retain for duration of each individual's employment.
4. Copies of all Safety Meeting Agendas. Retain 5 years.

The County Office of Education will ensure that these records are kept in their files in Personnel, and present them to Cal/OSHA or other regulatory agency representatives if requested. A review of these records will be conducted by the Superintendent designee during routine inspections to measure compliance with the Program.

A safe and healthy workplace must be the goal of everyone at the Marin County Office of Education, with responsibility shared by management and staff alike. If you have any questions regarding this Injury & Illness Prevention Program, please contact the Central Office at 415-499-5854.

APPENDIX A

REPORT OF UNSAFE CONDITION OR HAZARD

REPORT OF UNSAFE CONDITION OR HAZARD

Optional: Employees may submit this form anonymously

Employee's Name: _____

Job Title: _____

Location of condition believed to be unsafe or hazardous: _____

Date and time condition or hazard observed: _____

Description of unsafe condition or hazard: _____

What changes would you recommend to correct the condition or hazard? _____

Optional:

Signature of Employee: _____ Date: _____

Marin County Office of Education's Response:

Name of Person Investigating Report: _____

Results of investigation (what was found? was condition unsafe or a hazard?): *(attach additional sheets if necessary)*

Action taken to correct hazard or unsafe condition, if appropriate (or, alternative, information provided to employees as to why condition was not unsafe or hazardous): *(attach additional sheets if necessary)*

Signature of Person Investigating Report: _____ Date: _____

APPENDIX B

SUPERVISOR'S ACCIDENT INVESTIGATION

REPORT

QUICK REFERENCE GUIDE

for

ACCIDENT INVESTIGATION

This quick reference guide is information for Supervisors and Managers to use while investigating work related injuries and illnesses. Remember that prior to investigating an accident; employees should be trained to report injuries to Supervisors, no matter how minor it may be. "Near-accidents" should also be reported and investigated by Supervisors and forwarded to Risk Management. Please follow these 4 easy steps when investigating work related injuries:

- Step 1:**
- A.** Act at once. Talk with the injured employee immediately if possible (one on one is best). Use fact-finding, not fault-finding questions to determine what occurred. Ask the injured person or a witness to show you how the accident happened. Use the Accident Investigation Checklist for a list of sample questions that you may need to ask during an investigation.
 - B.** Review physical causes, such as poor housekeeping, improper guards, improper apparel (such as a lack of properly soled shoes or safety shoes, eye, hand, or head protection), defective equipment, slippery floors, or other working conditions. Completely describe location of incident; including lighting, walking surface, weather, measurements, and any other condition that could have contributed to or prevented the incident.
 - C.** Review personal causes, such as dangerous practices, inability, inexperience, poor judgment, and disobeying rules.
 - D.** Trace down each item of information to find every contributory cause. Decide the necessary preventive measures to prevent similar accidents in the future. Report any defective equipment to the person responsible.
 - E.** Non-injury accidents (an accident that nearly caused an injury of any severity) should also be investigated and reported.
- Step 2:** Complete the Accident Investigation Reporting form within 24 hours. Describe how the incident occurred; state facts, contributing factors, site witnesses, and support evidence. Keep a copy for your records and send original to the Worker's Comp. control point (Personnel/Human Resources) for Marin County Office of Education.
- Step 3:** Contact the Marin County Office of Education Worker's Comp. control point (Personnel/Human Resources) if you have any questions or need for additional instructions.
- Step 4:** Follow-up with employee after they receive treatment to find out if they are doing well. In addition, ensure contributing factors to the accident, if any fixed (work orders sent), and all exposed employees are aware of the contributing causes of the accident.

Marin County Office of Education
SUPERVISOR'S ACCIDENT INVESTIGATION REPORT

This report is intended to be confidential for transmission to attorneys for the District in the event that litigation arises out of this incident.

NAME OF INJURED: _____

MAILING ADDRESS OF INJURED: _____

CITY: _____ STATE/ZIP: _____

SOCIAL SECURITY NUMBER: _____ DATE OF BIRTH: _____

HOME/CELL PHONE NUMBER: _____

JOB TITLE/SITE: _____ SEX: () MALE () FEMALE

DATE OF INCIDENT: _____ HOUR: _____ PHOTOS Y/N

DATE REPORTED: _____ HOUR: _____

ACCIDENT LOCATION _____

WITNESSES: NAMES; ADDRESSES; PHONE NUMBERS

1. _____

2. _____

TIME NOTIFIED _____ TIME ON SCENE _____ TIME OFF SCENE _____

FIELD INVESTIGATION

EXACT LOCATION OF INCIDENT _____

Completely describe location of incident: including lighting, walking surface, weather, measurements, and any other condition that could have contributed to or prevented the incident.

Describe injuries/illnesses which you observed or which were described to you: _____

Describe demeanor of person involved and include statements made as "Excited Utterances":

Describe shoes, physical appearance or any other characteristic that would contribute to understanding how the accident occurred: _____

Describe how the incident occurred; state facts, contributing factors, cite witnesses and support evidence: _____

Steps taken to prevent similar incident: _____

Did employee seek medical care? (Check one) Yes _____ No _____ (If employee is **not** seeking medical care, please have them sign and date below.)

If YES, name of medical facility/Doctor: _____ Date/Time _____

If NO – please have injured worker acknowledge the following:

I chose **NOT** to seek medical attention at this time:

Name of Injured Worker (Please PRINT)

Signature

Date

Investigator's Signature

Print Investigator's Name

Date/Time form completed

Marin County Office of Education
EMPLOYEE INCIDENT/ACCIDENT INVESTIGATION REPORT

This report is intended to be confidential for transmission to attorneys for the District in the event that litigation arises out of this incident.

(To be completed by employee)

Date of Injury: _____ Time of Injury: _____

Name: _____ Home/Cell Telephone No: _____

Home Address: _____

Date Hired: _____ Date of Birth: _____ Job Title: _____

Description of the incident. Where we and what happened? Witness(es) names.)

Description of your injury. What part(s) of your body were injured?

Miscellaneous (Provide any other information you feel is pertinent about the accident.)

Medical Treatment

- ☐ I do not wish to seek medical treatment at this time.
- ☐ I wish to seek medical treatment at this time.

Signature: _____ Date/Time Signed: _____

APPENDIX C

SAFETY TRAINING AND INSTRUCTION RECORD

MARIN COUNTY OFFICE OF EDUCATION
SAFETY TRAINING AND INSTRUCTION RECORD

Training Date: _____

Topic and/or Type of Training: _____

_____ Trainer(s): _____

(Employee's need to sign-in)

<i>Employee Print</i>	<i>Employee Signature</i>

Attach any and all topic and/or training materials and submit to the Personnel/Human Resources Department at the County Office.

APPENDIX D

EMPLOYEE SAFETY RECOMMENDATION FORM

[illegible]

APPENDIX E

OFFICE SAFETY INSPECTION CHECKLIST

MARIN COUNTY OFFICE OF EDUCATION

OFFICE SAFETY INSPECTION CHECKLIST

Date: _____ Location: _____ Phone: _____

Supervisor: _____ Department: _____

Inspector: _____ Job Title: _____

ADMINISTRATION AND TRAINING

- | Yes | No | N/A | |
|--------------------------|--------------------------|--------------------------|---|
| o | o | o | |
| | | | 1. Does the department have a written Injury & Illness Prevention Plan? Are all departmental safety records maintained in a centralized file for easy access? Is it current? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Have all of the employees attended an IIPP training class? If not, what percentage has received training? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Does the department have a completed Emergency Action Plan? Percentage completed? _____ Is training being provided to employees on its contents? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Are chemical products used in the office? (Are Material Safety Data Sheets maintained?) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Are the Cal/OSHA Information Poster, Workers' Compensation Bulletin, Annual Accident Summaries (must be posted during February, at a minimum) and Emergency Response Guide flipchart posted? Is the Safety Briefs newsletter being sent to the area? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Are annual workplace inspections being performed? Are records being maintained? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Has there been any employee accidents from this department? Are there Accident Investigation Reports completed for each accident? |

GENERAL SAFETY

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Are all exits, fire alarms, pullboxes, extinguishers, sprinklers, and fire notification devices clearly marked and unobstructed? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Are all aisles/corridors unobstructed to allow unimpeded evacuations? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Is a clearly identified, charged, currently inspected and tagged, wall-mounted fire extinguisher available within 75 feet of all work areas? (No empty wall hooks, charge needles in the red, missing plastic pin tabs or extinguishers on the floor.) |

GENERAL SAFETY (CONTINUED)

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Are ergonomic issues being addressed for administrative personnel using computers?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Is a fully stocked first-aid kit available? Do all employees in the area know its location?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Are all cabinets, shelves, or furniture above 5 feet in height secured to prevent toppling during an earthquake?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Are all books and supplies stored so as not to fall during an earthquake? (Store heavy items low to the floor, shelf lips on shelves above work areas.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Is the office kept clean of trash and other recyclable materials removed promptly?

ELECTRICAL/MECHANICAL SAFETY

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Are all plugs, cords, electrical panels, and receptacles in good condition (no exposed conductors or broken insulation)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Are all circuit breaker panels accessible with each breaker appropriately labeled?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Are fused power strips being used in lieu of receptacle adapters? Are additional outlets needed in some areas?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Is lighting adequate throughout the work environment?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Are extension cords being used correctly? (They must not be run through walls, doors, ceilings; not represent a trip hazard running across aisleways; not to be used as a permanent source of electrical supply--use fused outlet strips or have additional outlets installed; not to be linked together. No "thin" zip cords.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Are portable electric heaters being used? (If so, use fused power strips and locate away from combustible materials.)

Comments

APPENDIX F

FACILITY SAFETY INSPECTION CHECKLIST

MARIN COUNTY OFFICE OF EDUCATION
FACILITY SAFETY INSPECTION CHECKLIST

Date: _____ Location: _____ Phone: _____

Supervisor: _____ Department: _____

Inspector: _____ Job Title: _____

ADMINISTRATION AND TRAINING

- | Yes | No | N/A | |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Have all employees received General Safety Training (fire, earthquake, VDTs, lifting, emergency evacuation, etc.)? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Are all employees familiar with the use of MSDSs? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Have all employees been instructed in how to operate the equipment they are required to use? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Have all employees been trained in how to protect themselves from the hazards identified in their work area? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Are all employees current on any specialized training (lockout, confined space, respirators, etc.) needed? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Are all training records up to date for each employee? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Do all employees have access to the Departmental Emergency Action Plan and know their responsibilities? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Is the Cal/OSHA information poster, Workers' Compensation Bulletin and Annual Injury & Illness Summaries posted? |

FIRE SAFETY

- | | | | |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Are all fire exits clearly marked and unobstructed? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Is trash, debris, and oily rags removed from the shop daily? Are metal cans available for storage of oily rags? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Are all aisles cleared for at least a 44-inch pathway and building exit corridors completely clear for safe egress? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Are all flammable solvents in excess of 10 1-gallon containers stored in approved flammable storage cabinets? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Are spray-painting operations, which employ flammable materials, conducted inside spray booths? |

FIRE SAFETY (continued)

Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Are flammable and combustible materials stored at least 25 feet away from heat or ignition sources?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Are flammable gas cylinders are stored at least 25 feet away from oxygen cylinders or ignition sources?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Are fire separators intact (no holes in firewalls, no doors to exit corridors propped open, etc.)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. Are charged, wall-mounted fire extinguishers (of the appropriate type) available within 75 feet of all workstations?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Are employee workstations arranged to be comfortable without unnecessary strain on backs, arms, necks, etc.?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Is there an inspection card attached to each fire extinguisher and are monthly inspections properly documented?

ELECTRICAL SAFETY

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Are all plugs, cords, panels, and receptacles in good condition (no exposed conductors or broken insulation)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Are all circuit breaker panels accessible with labels identifying each switch's function?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Are plug adapters banned? (Install additional outlets or properly rated fused power strips in lieu of plug adapters.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Is permanent building wiring installed away from public contact (in conduit, raceways, or walls)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Are Ground Fault Circuit Interrupters available for use in wet areas?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Are the wheels on rolling files or other mobile equipment free from binding when rolled?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Are extension cords in use? (These are not to be run through walls, ceilings, or doors, and are not safe for permanent equipment. Unplug extension cords daily or replace with fused power strips if current demand is within the strip's rating; otherwise, install additional outlets to reach equipment. Do not link extension cords together.)

MECHANICAL SAFETY

Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. Is defective equipment promptly repaired? (If defects pose an imminent danger, then remove out of service.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. Are all the machine guards for belts, gears, and points of operation in place and adjusted properly?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. Are machine and tool switches safe (easy access to disengage, stay off if de-energized and re-started)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. Are gas welding torches equipped with flashback arrestors? Are arc welders properly grounded with safe wiring?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. Are air tanks greater than 1.5 cubic feet (11.22 gal.) capacity inspected as evidenced by a current posted Cal/OSHA permit?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. Are cranes, slings, ropes, hoists, jacks, jackstands, etc., inspected prior to each use and used safely?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33. Are floors maintained clean, spills wiped up promptly, and anti-slip materials used where moisture is prevalent?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. Are all cabinets, shelves, and equipment greater than 5 feet high secured to prevent injury to custodial personnel?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. Are cutting blades disposed of in rigid containers to prevent injury to custodial personnel?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. Are guardrails installed around floor openings and lofts, along catwalks, etc., to prevent employee falls?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. Are potable water, soap, and towels available for hand washing?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Are all plumbing fixtures served by Industrial Water labeled to prohibit drinking?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. Are forklifts inspected frequently for defects, equipped with proper safety devices and operated safely?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Are excessive noise levels adequately controlled?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Is an approved first aid kit available and its location known to all employees?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Are stacked and shelved items stored to prevent falling during an earthquake? (Advise installing 2 inch shelf lips or other means of restraining items, especially above exits and employee workstations.)
Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. Are cross-connections between potable water and sewer inlets promptly abated (remove hoses which extend into sinks or down drains), and leaking backflow protection devices promptly repaired?

HAZARDOUS MATERIALS/PERSONAL PROTECTION

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. Are chemicals stored to prevent spills?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. Are carcinogens handled safely to reduce employee exposure?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. Are chemicals separated by Hazard Class (acids, bases, oxidizers, flammables, etc.)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. Are chemicals inventoried with copies provided to the Personnel Office?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. Are chemical wastes properly segregated and stored with Waste Pickup Tags attached to the containers?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. Are all hazardous wastes disposed of and not poured into the sewer system?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50. Is a plumbed emergency shower available within 100 feet of all areas where chemicals may splash onto an employee's body?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	51. Are gloves suitable for the hazard warranting protection (chemicals, heat, friction, etc.) available?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	52. Is eye protection suitable for the hazard warranting protection (welding, chemicals, particulates, etc.) available?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	53. Is a plumbed emergency eyewash station available within 100 feet of all chemical splash or mechanical hazards such as grinding operations?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	54. Is hearing protection suitable for the hazards warranting protection available?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	55. Are safety shoes available for those employees subject to falling objects and other foot impact hazards?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	56. Are hard hats available for employees subject to falling objects, low overhead obstructions, etc.?

Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	57. Are aprons or other suitable clothing available for employees subject to chemicals, oil, grease, etc.?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	58. Are lockout locks and tags available for employees who work on equipment served by hazardous energy sources?

COMMENTS

APPENDIX G

OFFICE WORKSTATION EVALUATION

OFFICE WORKSTATION EVALUATION

Date: _____ **Evaluator:** _____
Employee Name: _____ **Title:** _____
Location: _____ **Department:** _____
Reason: _____ **Hours a day at VDT:** _____

CHAIR

	<i>Yes</i>	<i>No</i>
Does employee know how to make adjustments to chair position?	<input type="checkbox"/>	<input type="checkbox"/>
Is employee sitting at a height they find comfortable?	<input type="checkbox"/>	<input type="checkbox"/>
Are employee's feet resting on the floor?	<input type="checkbox"/>	<input type="checkbox"/>
(If not, is there a footrest available?)	<input type="checkbox"/>	<input type="checkbox"/>
Is the backrest at an angle and height that provides optimum lumbar support?	<input type="checkbox"/>	<input type="checkbox"/>
Does employee use backrest while typing (i.e., no tilting forward)?	<input type="checkbox"/>	<input type="checkbox"/>
Are thighs parallel to the floor or better still, sloping down slightly?	<input type="checkbox"/>	<input type="checkbox"/>
Is there pressure on the back of the employee's knees?	<input type="checkbox"/>	<input type="checkbox"/>
Are armrests used just for rest periods, and not while typing?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

KEYBOARD

	<i>Yes</i>	<i>No</i>
While typing, are upper arms within contact of torso?	<input type="checkbox"/>	<input type="checkbox"/>
Are shoulders relaxed?	<input type="checkbox"/>	<input type="checkbox"/>
Are forearms parallel to the floor (i.e., 90° angle at the elbow)?	<input type="checkbox"/>	<input type="checkbox"/>
Are wrists and hands straight and in-line with the forearm?	<input type="checkbox"/>	<input type="checkbox"/>
Are wrist rests used just for rest periods, and not while typing?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

MONITOR

	<i>Yes</i>	<i>No</i>
Is the top of the monitor at or slightly below eye level?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor between 18 and 24 inches from the eyes?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor directly behind keyboard?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor clean and free of glare?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor at right angles to windows?	<input type="checkbox"/>	<input type="checkbox"/>
Is a document holder used when appropriate?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

KEYING/MOUSE TECHNIQUE

	<i>Yes</i>	<i>No</i>
Is a light keying touch used?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee move arms, not wrists when reaching for distant keys?	<input type="checkbox"/>	<input type="checkbox"/>
Do the hands and wrists “float” over the keys?	<input type="checkbox"/>	<input type="checkbox"/>
Is the numeric pad used for cursor control?	<input type="checkbox"/>	<input type="checkbox"/>
Are keystroke alternatives used instead of the mouse whenever possible?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse held gently (instead of the death grip)?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse moved with the arm rather than the wrist?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse as close to the keyboard as possible?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse switched periodically to the other hand?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee use a light touch when clicking?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

SCHEDULE/BREAKS/EXERCISE

	<i>Yes</i>	<i>No</i>
Has employee recently worked more than 8 hours a day for an extended period?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee stop typing for 10 minutes after typing uninterrupted for 2 hours?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee take micro breaks (2-3 minutes) every half-hour?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee vary their posture regularly during the day?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee stand up and walk around during the micro breaks?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee regularly stretch (particularly the hands and wrists)?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee focus on distant objects at least every 7 minutes?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

DESK ORGANIZATION

	<i>Yes</i>	<i>No</i>
Is the floor around the desk cluttered (preventing leg movement)?	<input type="checkbox"/>	<input type="checkbox"/>
Is the desktop cluttered (resulting in cramped typing positions)?	<input type="checkbox"/>	<input type="checkbox"/>
Is other needed equipment (e.g., 10-key machine) accessible without reaching?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee use a headset if required to use phone while typing?	<input type="checkbox"/>	<input type="checkbox"/>
Is there minimal reaching above the shoulder and below the waist?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

OTHER

	<i>Yes</i>	<i>No</i>
Does the employee feel informed about the hazards of computer use?	<input type="checkbox"/>	<input type="checkbox"/>
Are they knowledgeable about controlling those hazards through correct workstation setup, modifying their schedule, and using better technique?	<input type="checkbox"/>	<input type="checkbox"/>
Do they know the procedure for reporting physical problems?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

APPENDIX H

PROTECTIVE CLOTHING REFERENCE CHART

PROTECTIVE CLOTHING REFERENCE CHART

Note: This is a general reference chart only. Always consult the tool/equipment manual or your supervisor for the required protective clothing before using any tool or equipment.

TOOL/EQUIPMENT	Hard Hat	Goggles	Gloves	Hearing	Mask
LINE TRIMMER		X	X	X	
EDGER		X	X	X	
HEDGE TRIMMER		X	X	X	
CHAIN SAW	X	X	X	X	
BLOWER		X	X	X	X
PRESSURE WASHER			X	X	
POWER AUGER			X	X	
TRENCHER			X	X	
LITTER VACUUM			X	X	
ROTOTILLER			X	X	
PAINT STRIPER		X	X	X	X
MOWERS (WALK BEHIND)		X	X	X	
EQUIPMENT (RIDING)			X	X	
PESTICIDE/HERBICIDES		X	X		X
ELECTRIC POWER TOOLS		X	X	X	X
AR= As recommended in manual					
OTHER TOOLS/EQUIPMENT	AR	AR	AR	AR	AR

APPENDIX I

CODES OF SAFE PRACTICES

- **CUSTODIANS**
- **MAINTENANCE AND GROUNDS**
- **INSTRUCTIONAL SUPPORT STAFF**
- **ADMINISTRATORS/CLERICAL**
- **SPECIAL EDUCATION STAFF**

CODES OF SAFE PRACTICES – CUSTODIANS

Personal Safety Rules

Often custodians work alone at night. Special precautions must be taken against unwanted visitors.

- A. **Pay attention to your surroundings.** Custodial work can become routine and your attention may waver. You must keep alert and aware of what is going on around you.
- B. **Work in a well-lit area.** Make sure security lighting is functioning properly. Replace burnt bulbs and clean lenses when necessary. Report inoperative outside security lights to your supervisor. Adjust cleaning schedules to include unlit areas during daylight hours when possible. Obtain a flashlight if it would be useful.
- C. **Know where co-workers are working.** Know where to get help if you need it. To communicate with co-workers, custodians can use two-way radios. Just the sight of the radio may be a deterrent to unwanted visitors.
- D. **Get help with heavy or awkward objects.** Don't try to do a job by yourself if it requires two people to do it safely.
- E. **When working inside, make sure entrances are secured.** Check doors to make sure they are locked from the inside when cleaning interiors. Make sure you can promptly exit the room in an emergency.
- F. **Use good judgment.** You are not a police officer or security guard. Only approach unwanted visitors when you feel comfortable doing so. Don't hesitate to call 911 for help.

Storeroom Safety Rules

An overcrowded, unorganized storeroom is an accident about to happen. A misplaced broom or mop may cause you to trip and injure yourself. Improperly stored cleaning supplies can cause serious injuries. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store supplies safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Material Safety Data Sheets (MSDS) are kept for all the chemicals you use. Flammable cleaning supplies must be stored away from sources of ignition like hot water heaters.
- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.

- C. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.
- D. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

Ladder Safety Rules

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an "A" frame ladder in this situation – it's not the right equipment for the job. Metal ladders must not be used near exposed electrical circuits or power lines. "A" frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.
- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.
- C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight ladder at a four-to-one ratio – means every four feet of the ladder's length to one foot away from the support point. Never lean a ladder against an unstable surface.
- D. **Climb and descend ladders cautiously.** Face the ladder and hold on with both hands. If you need tools, carry them in a tool belt or raise and lower them with a hand line. Don't take a chance on slipping – check ladder rungs and the bottoms of your shoes for slippery substances. Take one step at a time and don't skip steps.
- E. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don't climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don't place tools on the rungs or top of the ladder.

Electrical Powered Tool Safety Rules

Tools can save time and make your job easier, but each power tool has potential risks that must not be ignored. Because you use your tools daily, you can begin to take them for granted. Always think "safety" when using your tools.

- A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practices using the equipment before you begin a large-scale job.
- B. **Prepare the equipment and yourself for work.** Examine the tools for safety defects before you use them. Check electrical cords for frayed wires and defective plugs. If an extension cord is required, make sure the gauge of wire in the cord is compatible with the power supply and tool. Make sure the ground plug is in place. Examine the tool for cracks and safety defects. Check for loose or missing bolts and knobs. Keep safety guards in place at all times. Wear protective clothing provided by your supervisor and recommended by the equipment manufacturer (See Protective Clothing Reference Chart).
- C. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. Designate the work areas with safety cones when possible. Keep a tight grip on the equipment, and position the tool comfortably close to your body. Be mindful of others around you. Always shut off the tool when you are not using it and disconnect it from the power supply.
- D. **Charging batteries can be dangerous.** Take special precautions when charging batteries on electric carts. Read the manual before beginning. Charge the batteries only in a well-ventilated area away from any sources of ignition and where there is an eye wash station and deluge shower.
- E. **Report any inoperative or unsafe equipment to your supervisor.** Take unsafe equipment out of service until it can be repaired or replaced.

Fuel Powered Tool Safety Rules

These tools have potential risks that must not be ignored. Oscillating blades on hedge trimmers can cut and maim. High velocity air from blowers can kick up dust and debris into the eyes and lungs. The cutting surfaces of chain saws are capable of gnawing chunks of skin and bone. Tools can save time and make your job easier, but each power tool has potential risks that must not be ignored. Because you use your tools daily, you can begin to take them for granted. Always think “safety” when using your tools.

- A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practices using the equipment before you begin a large-scale job.
- B. **Take care when refueling and storing the equipment.** Using a safety can, refuel on a hard surface in a well ventilated area. Refuel when the tool or equipment is cool and let the piece cool before transporting and storing it. If storing for long periods, drain the liquids. Fuel must be kept in and dispensed from an Underwriters Laboratory (UL) listed safety container and stored in a properly vented flammable

liquids cabinet.

- C. **Prepare the tool and yourself for work.** Examine the equipment for safety defects before you use them. Examine the tool for cracks and safety defects. Check for loose or missing bolts and knobs. Keep safety guards in place at all times. Wear protective clothing provided by your supervisor and recommended by the equipment manufacturer (See Protective Clothing Reference Chart).
- D. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. Designate the work areas with safety cones when possible. Be mindful of pedestrians, wire fences and objects hidden in the grass and hedges. Shut off the tool when not using it. Remember, hot tools can cause severe burns.

Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lift heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down by bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist; than you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.

- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

Riding Equipment Safety Rules

Not only the operator of riding equipment is at risk, but also other staff and students in the area. Awareness of safety must be high at all times when using this equipment.

- A. **All riding equipment comes equipped with manuals.** Read the manuals and become completely familiar with the equipment before using it. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice on a small area before taking the equipment out on the job.
- B. **Prepare the equipment and yourself for work.** Thoroughly inspect the equipment prior to using it (most equipment manuals have inspection checklists). Make sure all the factory installed safety devices are operating properly, and don't use the equipment if they are not. Immediately report all equipment faults to your supervisor. Wear protective clothing. (See Protective Clothing Reference Chart).
- C. **Avoid hazards while operating the equipment.** Before you start to use the equipment clear the work area of potential hazards. Check the area for rocks and small objects that could be hurled by the blades. Remove other obstructions. Designate the work areas with safety cones or barrier tape when possible.
- D. **Keep alert.** While using some riding equipment, it is possible to lose concentration. You must guard against becoming unaware of your surroundings. Keep staff and students at a safe distance from the equipment and work area. Never allow other riders on the equipment when you are operating it. Students are never allowed on any riding equipment.
- E. **Do not leave the equipment unattended.** After turning off the equipment according to the manual instructions, remove the ignition key. The equipment must never be left unattended in an area where students have access – children may think it is an interesting toy, not the potentially dangerous piece of equipment it is.
- F. **Follow shutdown instructions in the manual.** Carefully follow the post-operating instructions contained in the manual. Always clean the equipment after use and store it in a secure area.

CODES OF SAFE PRACTICES

MAINTENANCE AND GROUNDS WORKERS

Electrical Repairs Safety Rules

- A. **Take charge of the source of power.** Disconnect the fixture or equipment from its source of power and make sure it cannot be electrified without your knowledge and consent. Install your own padlock on the circuit breaker panel or lever to ensure that you have control over the electrical supply system. If it is not possible to lock the panel, post a sign stating “Person at Work”. Remove the padlock or sign when the task is completed.
- B. **Do not perform electrical repairs around water.**
- C. **Never put your hands into an area that you cannot see.** Live wires may be there.
- D. **Always replace a fuse with one that is of the same type and size.**
- E. **All electrical installations should be made in compliance with the National Electric Code.**

Plumbing Repairs Safety Rules

- A. **Be careful with P.V.C cement.** When using P.V.C cement, make sure the work area is well ventilated and there are not sources of ignition nearby. Always wash your hands after using P.V.C cements and solvents.
- B. **Inspect the immediate work area prior to performing brazing operations.** Ensure that no flammable liquids or combustible materials are present.

Ensure that a fire extinguisher is available. If brazing is done in or near wall studs or other flammable material, a Class A portable fire extinguisher should be immediately available.

Ladder Safety Rules

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an “A” frame ladder in this situation – it’s not the right equipment for the job. Metal ladders must not be used near exposed electrical circuits or power lines. “A” frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.

- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.
- C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight ladder at a four-to-one ratio – means every four feet of the ladder's length to one foot away from the support point. Never lean a ladder against an unstable surface.
- D. **Climb and descend ladders cautiously.** Face the ladder and hold on with both hands. If you need tools, carry them in a tool belt or raise and lower them with a hand line. Don't take a chance on slipping – check ladder rungs and the bottoms of your shoes for slippery substances. Take one step at a time and don't skip steps.
- E. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don't climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don't place tools on the rungs or top of the ladder.

Electrical Powered Tool Safety Rules

Tools can save time and make your job easier, but each power tool has potential risks that must not be ignored. Because you use your tools daily, you can begin to take them for granted. Always think “safety” when using your tools.

- A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practices using the equipment before you begin a large-scale job.
- B. **Prepare the equipment and yourself for work.** Examine the tools for safety defects before you use them. Check electrical cords for frayed wires and defective plugs. If an extension cord is required, make sure the gauge of wire in the cord is compatible with the power supply and tool. Make sure the ground plug is in place. Examine the tool for cracks and safety defects. Check for loose or missing bolts and knobs. Keep safety guards in place at all times. Wear protective clothing provided by your supervisor and recommended by the equipment manufacturer (See Protective Clothing Reference Chart).

- C. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. Designate the work areas with safety cones when possible. Keep a tight grip on the equipment, and position the tool comfortably close to your body. Be mindful of others around you. Always shut off the tool when you are not using it and disconnect it from the power supply.
- D. **Report any inoperative or unsafe equipment to your supervisor.** Take unsafe equipment out of service until it can be repaired or replaced.

Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lift heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down by bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist then you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

Machinery Safety Rules

- A. **Manufacturers supply manuals with machinery.** Read the manuals and become completely familiar with the equipment before using it, paying particular attention to the potential hazards of each piece of machinery. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it.
- B. **Learn safeguarding techniques for each machine.** Become familiar with the purpose and nature of each required guard, and how to inspect and use the guards. Do not remove the guards without the approval of the maintenance supervisor.
- C. **Prepare the equipment and yourself for work.** Thoroughly inspect the equipment prior to using it (most equipment manuals have inspection checklists). Make sure all the factory installed safety devices are operating properly, and don't use the equipment if they are not. Immediately report all equipment faults to your supervisor.
- D. **Review the Personal Protective Equipment (PPE) required for safe use of each machine.** Become familiar with and wear the protective clothing provided by your supervisor and recommended by the equipment manufacturer.
- E. **Be aware of the non-mechanical hazards.** Recognize other potential hazards; they include noise (wear hearing protection if recommended), possible chemical splashing, sparking and excessive heat.
- F. **Keep the area in and around the machine neat and well lit.** Poor housekeeping and lighting are factors in a number of machine injuries. Any limitations to vision or mobility are potentially dangerous.
- G. **Do not wear loose fitting clothes or jewelry.** Long hair also needs to be confined.
- H. **Follow lockout/tagout procedures when performing maintenance.** Review the procedures with your supervisor before disconnecting the machine from its source of power. Stay in control of that source of power – through either a lock or tag – while working on the machine.

Storeroom Safety Rules

An overcrowded, unorganized storeroom is an accident about to happen. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store chemicals safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Material Safety Data Sheets (MSDS) are kept for all the chemicals you use. Store flammable materials in a properly vented flammable liquids cabinet away from sources of ignition like hot water heaters.
- B. **Store your tools safely.** Each tool should have its place in the storeroom. The tools should only be stored after inspecting them for safety hazards and cleaning them. Check electrical tools for frayed wires and defective plugs. Make sure the ground plug is in place. Cords should be neatly wrapped and secured on the tool. Keep extension cords in good repair.
- C. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.
- D. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.
- E. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

CODES OF SAFE PRACTICES

INSTRUCTIONAL SUPPORT STAFF

General Classroom Safety Rules

- A. **Be aware of where you are walking.** Trip and slip hazards – stacks of paper or boxes, for example, or recently polished and slick floors, or extension cords – are common in the classroom.
- B. **Be aware of the location of the nearest fire extinguisher.** It may come in handy. Read the instructions on the extinguisher now, before you need to use it.
- C. **Familiarize yourself with the emergency exit procedures.** An emergency plan must be posted near the classroom exit to notify all employees and students of how to exit the room, the evacuation route and where they are to assemble after.
- D. **Chairs are not step stools.** Don't use them for that purpose. Use a step stool or ladder when reaching for elevated supplies and materials.
- E. **Electric extension cords are to be used only as a temporary source of power.** Extension cords should be unplugged, rolled up and stored immediately after use. Improper use of electricity is the second most common cause of fires in schools.
- F. **Flammable and combustible liquids may not be stored in classrooms.** These liquids are the third most common cause of school fires.
- G. **Be cautious with flammable materials.** They may not be attached to windows and doors and no more than 50% of all the wall space may be covered with flammable materials. Window coverings, drapes and curtains may not be installed unless they meet the Fire Marshall's fireproofing requirements. Keep decorations for holidays only.

Office Ergonomic Safety Rules

Teachers and Aides don't spend the majority of time at their desks using the computer, but they still need to be aware of Repetitive Motion Injuries (RMI) and should take the following steps to reduce the chance of such an injury.

- A. **Complete a workstation ergonomic evaluation.** If available, utilize an in-house resource to complete the evaluation or complete a self-evaluation (checklist attached).
- B. **Make the necessary adjustments to your chair.** Most chairs will have at least two or three adjustment levers to use to change the height and tilts of the seat and backrest. Adjust the chair so you can achieve the most comfortable typing position.

- C. **Take the weight on your feet.** Ensure that your feet rest on the ground so that not all the weight is on your lower back. If your feet do not reach the ground, utilize a footrest.
- D. **Type with your wrist at a neutral position.** Adjust the height of chair and keyboard to ensure that, while typing, the shoulders are relaxed, there is a 90-degree angle at the elbow, and the wrist is in a flat position (i.e. no raising or lowering of the wrist from the forearm in order to reach the keys).
- E. **Avoid neck and eye strain.** Position the monitor directly in front of you at a distance with its top at eye level. Keep the monitor between 18" and 24" from the eye, and place it at a right angle to the window. If you are entering data from a document, prop the document up or, better still, place it at eye level with the use of a document holder.
- F. **Keep the mouse close.** Avoid having to reach either up or out to use the mouse. If possible it should be kept next to and at the same height as the keyboard. Hold the mouse gently and move it with the arm rather than the wrist.
- G. **Take your breaks.** Take micro-breaks from typing for 2-3 minutes every half-hour and stop typing for ten minutes after typing uninterrupted for 2 hours. If possible, get outside during breaks for some valuable fresh air and, during the day, regularly stretch the hands, arms and back.

Office Equipment Safety Rules

- A. **Electric Powered Equipment can be a shock hazard.** Periodically, check the equipment for frayed cords and defective plugs. Never clean or service electric powered equipment with the power on; always disconnect the equipment from the power source. Don't use the equipment with wet hands or while on a damp floor.
- B. **Shut off electrical equipment.** Before leaving the classroom, be sure electrical equipment, like audiovisual equipment, is shut off and unplugged.
- C. **Be careful with paper cutters.** Cutters should only be used on a level, unobstructed and clear surface. The finger guard must be in place before using the cutter. The lever should be put down and in the locked position when it is not being used.
- D. **Photocopy machines could be harmful to the eyes.** These machines emit an extremely bright light. Always make sure the machine cover is down when operating it.
- E. **Close file cabinet and desk drawers when not in use.** File cabinets are unstable with the drawers open and a co-worker or student could walk into an open drawer.
- F. **Do not change a burnt out projection bulb when the projector is still hot.** Disconnect the projector and wait for it to cool before changing the bulb.

Materials Storage Safety Rules

- A. **Store materials in an organized way.** Do not overload shelves and drawers. Do not store materials on top of cabinets. Materials may not be stored within 36" of the ceiling.
- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower.
- C. **Place cabinets and shelves away from room exits.** They could fall over and block the exit.
- D. **Keep aisles and passageways free of materials.** As well as being a trip and fall hazard, they could also impede a quick exit in an emergency.
- E. **Keep the storeroom neat.** Everything should have its place in the storeroom. Avoid placing old boxes and files in there on a permanent basis and keep clutter to a minimum.

Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lift heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down by bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that is on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.

- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist than you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

CODES OF SAFE PRACTICES

ADMINISTRATORS/CLERICAL

General Campus Safety Rules

- A. **Be aware of where you are walking.** Trip and slip hazards – uneven exterior walkways, stacks of paper or boxes, for example, or recently polished and slick floors, or extension cords – are common in all areas of the campus.
- B. **Be aware of the location of the nearest fire extinguisher.** It may come in handy. Read the instructions on the extinguisher now, before you need to use it.
- C. **Familiarize yourself with the emergency exit procedures.** An emergency plan must be posted near the exit of every room to notify all employees and students of how to exit the room, the evacuation route and where they are to assemble after.
- D. **Chairs are not step stools.** Don't use them for that purpose. Use a step stool or ladder when reaching for elevated supplies and materials.
- E. **Electric extension cords are to be used only as a temporary source of power.** Extension cords should be unplugged, rolled up and stored immediately after use. This includes cords to classroom appliances and overhead projectors. Improper use of electricity is the second most common cause of fires in schools.
- F. **Flammable and combustible liquids may not be stored in classrooms, offices or resource rooms.** These liquids are the third most common cause of school fires.
- G. **Be cautious with the use flammable materials.** They may not be attached to windows and doors and no more than 50% of all the wall space may be covered with flammable materials. Window coverings, drapes and curtains may not be installed unless they meet the Fire Marshall's fireproofing requirements. Keep decorations for holidays only.

General Office Safety Rules

The office environment is generally considered to be a safe one, and office workers tend to be complacent about their safety since there are no obvious safety hazards. It is this complacency that can lead to unsafe work practices and eventually injuries.

- A. **Be aware of where you are walking.** Trip and slip hazards – stacks of paper or boxes in the aisle, for example, or recently polished and slick floors – are common in the office.
- B. **Be aware of the location of the nearest fire extinguisher.** It may come in handy. Read the instructions on the extinguisher now, before you need to use it.

- C. **Familiarize yourself with the emergency exit procedures.** Learn the general layout of the office and the location of the nearest exit in case you have to get out of the building in a hurry.
- D. **Chairs are not step stools.** Don't use them for that purpose. Use a step stool or ladder when reaching for elevated supplies and materials.
- E. **Keep it neat.** Avoid clutter both on the desktop and underneath the desk. Keep your workstation and the area around it orderly.

Office Ergonomic Safety Rules

Repetitive Motion Injuries (RMI) are the most prevalent injuries among those who spend most of their day at a desk working with computers, and office workers should take the following steps to reduce the chance of such an injury.

- A. **Complete a workstation ergonomic evaluation.** If available, utilize an in-house resource to complete the evaluation or complete a self-evaluation (checklist attached).
- B. **Make the necessary adjustments to your chair.** Most chairs will have at least two or three adjustment levers to use to change the height and tilts of the seat and backrest. Adjust the chair so you can achieve the most comfortable typing position.
- C. **Take the weight on your feet.** Ensure that your feet rest on the ground so that not all the weight is on your lower back. If your feet do not reach the ground, utilize a footrest.
- D. **Type with your wrist at a neutral position.** Adjust the height of chair and keyboard to ensure that, while typing, the shoulders are relaxed, there is a 90-degree angle at the elbow, and the wrist is in a flat position (i.e. no raising or lowering of the wrist from the forearm in order to reach the keys).
- E. **Avoid neck and eye strain.** Position the monitor directly in front of you at a distance with its top at eye level. Keep the monitor between 18" and 24" from the eye, and place it at right angle to the window. If you are entering data from a document, prop the document up or, better still, place it at eye level with the use of a document holder.
- F. **Keep the mouse close.** Avoid having to reach either up or out to use the mouse. If possible it should be kept next to and at the same height as the keyboard. Hold the mouse gently and move it with the arm rather than the wrist.
- G. **Take your breaks.** Take micro-breaks from typing for 2-3 minutes every half-hour and stop typing for ten minutes after typing uninterrupted for 2 hours. If possible, get outside during breaks for some valuable fresh air and, during the day, regularly stretch the hands, arms and back.

Office Equipment Safety Rules

- A. **Electric Powered Equipment can be a shock hazard.** Periodically, check the equipment for frayed cords and defective plugs. Never clean or service electric powered equipment with the power on; always disconnect the equipment from the power source. Don't use the equipment with wet hands or while on a damp floor.
- B. **Shut off electrical equipment.** Before leaving be sure non-essential electrical equipment is shut off and unplugged.
- C. **Be careful with paper cutters.** Cutters should only be used on a level, unobstructed and clear surface. The finger guard must be in place before using the cutter. The lever should be put down and in the locked position when it is not being used.
- D. **Photocopy machines could be harmful to the eyes.** These machines emit an extremely bright light. Always make sure the machine cover is down when operating it.
- E. **Close file cabinet and desk drawers when not in use.** File cabinets are unstable with the drawers open and a co-worker could walk into an open drawer.

Storeroom Safety Rules

- A. **Store your equipment safely.** Everything should have its place in the storeroom. Avoid placing old boxes and files in there on a permanent basis and keep clutter to a minimum. Do not overload shelves and drawers. Do not store materials on top of cabinets. Materials may not be stored within 36" of the ceiling. A neat clean storeroom can greatly reduce the chance of accidents.
- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.
- C. **Electrical/water heater rooms are not storerooms.** Rooms with main electrical panels are not designed as storerooms. If electrical rooms must be used for storage, however, make sure there is a clear area at least 36" from electrical panels. Electrical rooms must be free of all liquids. A water heater is a source of ignition; don't store flammable materials in rooms with water heaters.
- D. **Place cabinets and shelves away for room exits.** They could fall over and block the exit.
- E. **Keep aisles and passageways free of materials.** As well as being a trip and fall hazard, they could also impede a quick exit in an emergency.

Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lift heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down by bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist then you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

CODES OF SAFE PRACTICES – SPECIAL EDUCATION

Lifting and transferring students may be easy when children are babies. Without assistive lifting devices and proper body mechanics, as their weight increases so do the risks for back injuries. The risk increases even more with children who are combative, tug, and/or drop. Most back injuries are not a result of one bad lift, but rather from a combination of bad body mechanics, poor posture, loss of flexibility, and a general decline in physical fitness.

Lifting/Transferring Assistive Aid Safety Rules

- A. **Use any mechanical help that the county office provides.** Mechanical help would include a Hoyer lift, hoist or other assistive lifting devices. These types of equipment eliminate the need for manually lifting or moving students. The biggest excuse for not using mechanical lifting devices is that they are time consuming. So are back injuries! Learn to use the hoists, lifts, or other assistive devices that the County Office provides. As you become more proficient with them, they will take less time.
- B. **Use gait/transfer belts and make sure they are securely fastened.** A gait belt provides a solid handhold on a student, which makes it easier to lift, handle and transfer them. If you are only holding onto a tee shirt and a student goes down, chances are good that the tee shirt will be in your hand and the student will be on the floor! Gait/transfer belts provide a solid handle on the student so you can guide and transfer them.

Individual Lift/Transfer Safety Rules

Having a plan in place for the safe lifting and transferring of all students will help reduce the risk of back injuries. Being prepared and well trained to lift and transfer students properly is an important step in back injury prevention.

- A. **Develop an SOP (standard operating procedure) for the transfer of each student.** Just as you assess the nutritional needs of each student yearly, the lifting and transferring needs must also be evaluated annually. Has the student's weight reached a level where they are now a "two-person" lift? Can they help with a standing-pivot transfer to the commode? Are they on new medication that makes them combative? Transfer procedures must be updated regularly as each student's condition changes.
- B. **Back Belts.** Are back belts necessary? The research is still conflicted on this. A recent NIOSH study reported that back belts were not an effective measure in preventing back injuries. There are several reasons for this conclusion:
- C. **They are not worn properly.** Back belts should be worn *low*, on the hips. The correct placement is between the navel and tailbone, over the lumbar section of the back. Most back belts are placed here initially but tend to creep

up around the waist as the day progresses (especially with women because of their smaller waistline and larger hip dimensions).

- D. **People wear them cinched up ALL day.** Back belts should only be cinched up when you are going to lift something or someone. If they are cinched up all day, it can lead to muscle atrophy, which decreases abdominal strength.
- E. **“Superman Syndrome.”** Back belts often give us a greater sense of ability and we attempt to lift/transfer more than we should.
- F. **Back belts don’t make up for poor body mechanics.** Learn how to lift and transfer students properly. Practice these techniques with all lifting; at work, home, with the back belt or without it.

Student Lifting/Transferring Safety Rules

Employees are asked to lift and transfer students repetitively as part of their job. Preparing for safe lifts and transfers, as well as learning proper lifting and transferring techniques will help reduce the risk of injury to the back.

- A. **Prepare for the lift/transfer.** There are several actions that need to be taken prior to the lift to help ensure that a safe lift/transfer follows. They are:
 1. **Lock the wheelchair.** Don’t get stuck in the middle of the lift! Many times, an injury can result when lifting a child from the commode to the wheelchair, the wheelchair moves backwards, and the employee is pulled off balance while holding a 50-pound child. Get into a habit of always locking the wheelchair. **FIRST!** Make sure locks and brakes are working properly.
 2. **Tell the student what you are going to do.** Students can be nervous and it helps to speak to them in a calm and reassuring manner. Explain what you are going to do, let them know how they can help, keep it positive and be confident. Remember, if you are confident they will be, too.
 3. **Have the student help, if possible.** Have the student help as much as possible. Over time, as they become more independent, they may be able to help more and more. This will increase their self-confidence.
 4. **Plan, practice and communicate the lift/transfer.** Teamwork is an important step to reducing back injuries when lifting and transferring students. **Plan** the direction you will be taking the student. **Practice** the lift and transfer. **Communicate** with each other: “You take the shoulders; I’ll take the legs...” Decide how you will count out the lift. Will it be 1, 2, 3 and lift? Will it be 1, 2, and lift on 3? Injuries can occur if one lifting partner lifts sooner than the other or goes in a different direction. Have a plan, practice the plan and communicate with each other!

- B. **Lift/transfer correctly.** There are ways to lift and transfer students that can reduce the risk of injury to the back.
1. **Lock the back into place before lifting.** Assume the “power” position before starting to lift or transfer. Remember, **squat** (bend the knees, lift with the legs), **lock** (curve the back in, shoulders back, chin up), and **lift**.
 2. **Get as close to the student as possible.** Students can be slimy, full of spit, coughing, or drooling but the farther away you are when lifting student, the higher the risk of back injury to the employee. Remember, the farther away the higher the strain.
 3. **Keep the head and shoulders up and don’t twist.** The back follows what the head does. If the head is down and the chin is tucked to the chest, you will lose the “curve” and the “power” position for the lift. Keep the head, shoulders and chin **UP** in order to “lock” the back into place. Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when lifting/transferring puts a lot of unnecessary stress on your back.

Safety Rules to Minimize Forward Bending

Forward bending, over time, can contribute to a back injury. When you constantly need to lock wheelchairs, raise or lower footrests, place gait/transfer belts on students, work “hand-over-hand,” get “droppers” off the floor, etc., there are other options to consider. Instead of bending forward from the waist with the knees locked, try squatting down, putting one knee on the floor, sitting on a small chair, or using a “golfer’s” lift.

- A. **Working “Hand-Over-Hand.”** When you are required to work with students by placing your hand over their hand, the body needs to be lowered to their level. Avoid the tendency to bend from the waist. Try sitting on a small chair next to the student and straddle them with your legs. Another option would be to place one knee on the floor and work with the student at their level.
- B. **Getting “Droppers” off the floor.** Be sure that “droppers” are always wearing a gait belt, as this will make them easier to pick up from floor level. Consider sitting on a small chair and lifting them up from behind. For a larger student, get help and use a “two-person” lift.
- C. **Working with those who bite and pull hair.** Children who bite and pull hair do so when you bend forward close enough for them to reach you. It is important to identify those children early and be on guard when close to them. To reduce your risk of injury, don’t bend forward from the waist to work with them but rather squat down when working near them. This gives you a broader base of support should they pull at you. Also, when holding onto

them, be sure **YOU** hold onto them rather than letting them hold onto you. It keeps you in control. If you know they are biters, try not to get too close.

General Physical Conditioning Rules

Just as you need to keep your car in good condition in order to get your body to work, it is just as important to keep your **body** in good condition in order to lift and transfer students safely. Your body is your vehicle to getting paid. If the car breaks down, you can't get to work if your body breaks down, you don't get paid!

- A. **Be a physically active person.** Face it you have a physically demanding job. As we age, do you feel like you have more energy? Are you as physically active as you were at age 20? The problem is that the older we get the less active we become and our bodies deteriorate with time. Performing some type of aerobic exercise, like walking, biking or swimming, will increase your energy level and give you more stamina to face the challenges of your job. Mix physical activities into all avenues of your life, take a 15 minute walk during your lunch break, walk the mall on weekends, ride your bike with your kids or grandkids. Make it a point to get out and exercise three to five times a week, for 15 to 30 minutes each session. If you are over 40 years old, be sure to get a doctor's clearance before starting any aerobic exercise program.
- B. **Stretch often throughout the day.** Stretching helps the body to feel better. Be sure to stretch out before work, as well as after breaks and lunch. Being flexible can help reduce the risk of back injury. When the muscles in the back of your legs or those in your back are tight, it's harder to squat down to lift properly. When this happens, the body will lean forward from the waist, with the legs locked, and the risk of injury goes up! When you stretch, be sure to **stretch slowly** by holding the stretch 10 to 30 seconds on each body part. Remember to **never bounce** when stretching just hold the stretch when a slight discomfort is felt. Never stretch to the point of pain! It helps to take some **deep breaths** during the stretch to help the muscles relax.
- C. **Strengthen the body.** We strive to keep our car in top condition so it is dependable and the same goes for the body. Our job demands that we keep our body strong so we are dependable for the children who count on us to be there. Lifting and transferring students is easier and safer when we have strong abdominal (stomach) muscles, back muscles and thigh muscles. Perform exercises that strengthen these body parts at least three times a week.

Materials Storage Safety Rules

- A. **Store wheelchairs, toys, and bathroom/diaper changing materials in an organized way.** Do not overload shelves and drawers. Do not store materials on top of cabinets. Materials may not be stored within 36" of the ceiling.
- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves, at about chest height or lower.
- C. **Place wheelchairs, cabinets and shelves away from room exits.** They could fall over and block the exit.
- D. **Keep aisles and passageways free of wheelchairs and materials.** As well as being a trip and fall hazard, they could also impede a quick exit in an emergency.
- E. **Keep the classroom neat.** Everything should have its place in the classroom and keep clutter to a minimum.
- F. **Store chemicals safely.** Keep all chemicals/cleaning supplies out of reach and locked up safely. All chemical/cleaning supply containers must be properly labeled. Store all chemicals according to the instructions on container labels.

APPENDIX J

COVID-19 Prevention and Response Health and Safety Protocols Cal/OSHA COVID-19 Safety Plan (CSP) Documentation

- Overview
- Marin County School Guidelines – 32 Point Plan
- School Site Specific Protection Plan (SSSPP Template)
- Cal/OSHA CPP
- COVID-19 School Guidance Checklist
- Link to MCOE Student Program SSSPP / CPP's, which are updated regularly based on changes in Public Health Guidelines.

COVID-19
Prevention and Response
Health and Safety Protocols



MARIN COUNTY

OFFICE OF EDUCATION

Cal/OSHA COVID-19 Safety Plan (CSP)
Documentation

September 30, 2021

COVID-19 Prevention and Response Health and Safety Protocols

Overview

On March 16, 2020 site-based classroom instruction was suspended by order of the Marin County Public Health Officer in all Public and Private Schools in Marin County to help mitigate the spread of COVID-19 in the local community. All schools were forced to develop remote instruction for students, including Marin County Office of Education Special Education and Alternative Education Programs. Under the guidance of the Marin County Public Health Officer, Marin County School Guidelines (32 Point Plan) and School Site Specific Protection Plans (SSSPPs) have been developed for all MCOE Student Programs (Campuses, district classrooms, and community based College and Career Readiness programs, and the Administrative Office), and will be updated regularly aligned with changing Public Health Guidance. These SSSPP's meet all requirements of and serve as the Cal/OSHA COVID Prevention Plan (CPP), and with the COVID-19 School Guidance Checklist (January 2021) serve as the Marin County Office of Education's COVID-19 Safety Plan (CSP) for In-person Instruction.

A copy of this entire document will be posted on the MCOE Homepage as required and will also be included in the updated MCOE Injury Illness & Prevention Program as Appendix J.

Table of Contents

- Marin County School Guidelines – 32 Point Plan (September 9, 2021 Update)
- School Site Specific Protection Plan (SSSPP Template) Cal/OSHA CPP – with links to current SSSPP /CPP's on MCOE Rethinking Schools Web Site
- COVID-19 School Guidance Checklist (January 21, 2021)

Note: Public Health Guidelines are updated on an ongoing basis, based on local and regional data on transmission levels and vaccination rates and other factors. When guidelines are updated, corresponding changes to School Site Specific Safety Plans / COVID-19 Safety Plans. Updated versions of Public Health guidelines and SSSPP / CPP Templates are available on the MCOE Rethinking Schools Web Site Documents Page [COVID-19 Return to Site-Based Instruction - Documents and Data \(google.com\)](#).

Marin County School Guidelines

Public Health Guided Site-Based Classroom Instruction

**Dr. Matt Willis, Marin County Public Health Officer and
Dr. Lisa Santora, Marin County Deputy Public Health Officer
Mary Jane Burke, Marin County Superintendent of Schools**

Issued June 18, 2020

Revised August 12, 2020 - December 8, 2020 - March 23, 2021

Revised August 18, 2021 for 2021-22 School Year

Updated September 7, 2021 (#14, #18, #22)

The purpose of this document is to provide guidelines to Marin County educational institutions—including public, private, independent and parochial TK-12 schools—to facilitate fulltime site-based classroom instruction for the 2021-22 school year. The evolving nature of the COVID-19 pandemic requires the need to rethink common protocols and practices in the classroom setting with the understanding that these guidelines could change as the situation evolves. Some guidelines are **not currently applicable** and may phase in or out as determined by Public Health.

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, access to essential protective equipment, and up to date attendance tracking of students and all adults.
3. Training is provided to all staff, students and families reinforcing the importance of health and safety practices and protocols.
4. A primary and secondary point of contact are established, identified and trained at each school site to direct questions or concerns around practices, protocols, or potential exposure. These points of contact will serve as liaisons to Public Health, and contact information is identified in the School Site-Specific Protection Plan (COVID-19 Safety Plan).
5. Plans are implemented for intensified cleaning and disinfecting, including training for all staff and access to cleaning supplies and essential protective equipment, and

regular disinfecting of frequently touched surfaces.

6. Parents, caregivers, or guardians should monitor students for symptoms of infectious illness every day through home-based symptom screening, and staff should conduct daily health screening self-assessment.
7. Staff and students who are sick are expected to stay home, and an isolation area is identified for students who begin to exhibit symptoms during the school day, until they can be picked up.
8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19 and provide options for symptomatic testing for students and staff, exposure response testing, and testing for modified quarantine. Testing of students must include appropriate parental permissions obtained in advance. If a fully vaccinated student or staff member develops COVID-like symptoms or has close contact with someone confirmed with COVID-19, testing is recommended.
9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (link: [Marin County Public Health Protocols & Communication Templates for Each Scenario By Tier](#))
 - a. A student or staff member either exhibits COVID-19 symptoms or has a temperature of 100.4 or above.
 - b. A family member or someone in close contact with a student or staff member tests positive for COVID-19.
 - c. A student or staff member tests positive for COVID-19. Non-vaccinated close contacts need to quarantine. Fully vaccinated close contacts do not need to quarantine.
 - d. A student or staff member tests negative for COVID-19 after symptoms or confirmed close contact.
10. **Not currently applicable:** Physical distancing of six feet is maintained between adults and between adults and students, where practicable; three feet distance is permissible between students within a classroom or instructional area where requirements herein are in practice. Seating charts and attendance records will be maintained.
11. **Not currently applicable:** For elementary schools, stable classroom groups (up to standard class size at each respective grade level) are maintained throughout each school day. Limited mixing of students is permissible as long as accurate attendance data is maintained on a daily basis.
12. **Not currently applicable:** For middle and high schools, larger stable groups made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding school wide mixing of students and staff.
13. **Not currently applicable:** Where practicable, desks are arranged facing forward to

minimize face to face proximity between students.

14. **Applicable:** School staff are permitted to visit and instruct more than one classroom group and must document/record visits to classrooms that are not identified as their primary classroom, following face covering and **(Not currently applicable)** physical distancing protocols.
15. **Not currently applicable:** Routes for entry and exit to the campus will be designated for each classroom group, using as many entrances/exits as feasible.
16. **Not currently applicable:** Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom groups.
17. **Not currently applicable:** Congregate movement through hallways will be minimized as much as practicable.
18. **Applicable:** Large gatherings (i.e., school assemblies) are currently prohibited indoors and **(Not currently applicable)** outdoors.
19. **Not currently applicable:** The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their classroom groups. **Applicable:** Schools should assess indoor air quality and implement strategies that increase the amount of outdoor air brought into buildings, optimize current HVAC systems and supplement with portable air cleaners when practicable. Keep windows and other sources of natural ventilation open to the greatest extent possible. In the event of poor air quality updated [School Air Quality Recommendations](#) should be followed.
20. **Not currently applicable:** Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces. If used, outdoor playgrounds/natural play areas only need routine maintenance.
21. **Not currently applicable:** Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.
22. **Applicable:** Meals will be served outside and with assigned seating charts as much as possible. **Not currently applicable:** Classrooms or other spaces in addition to cafeterias or dining rooms will be utilized to maximize physical distancing while eating, with individually plated or bagged meals as much as practicable.
23. **Not applicable:** Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals.
24. All staff as well as all students are required to wear face coverings indoors, and recommended to wear face coverings outdoors based on the direction of public health, unless there is a medical or behavioral contraindication or exemption. Students from grades TK - 2 should be supported and taught how to wear them properly, and specific outdoor and appropriately distanced activities may be scheduled for students at all

grade levels to remove face coverings for brief periods of time.

25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings, and how to ensure a proper fit.
26. **Not currently applicable:** Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.
27. **Not currently applicable:** Sharing of electronic devices, clothing, books and other games or learning aids will be avoided as much as practicable.
28. **Not currently applicable:** Use of physical barriers (eg. privacy boards or clear screens) may be considered but should not replace other measures herein.
29. Non-essential visitors, including parent volunteers will be limited. Essential workers will be required to adhere to all health and safety guidelines. Any substitutes, contractors, visitors or volunteers working directly with students should be fully vaccinated.
30. All eligible students and staff should get vaccinated as soon as possible and are required to verify their vaccination status. Staff that are not fully vaccinated are required to be tested weekly. Staff and student vaccination rate data (the percentage of staff and students who are fully vaccinated) should be published and posted on the school website no later than October 1, 2021, and will be updated no less than on a monthly basis. Vaccination status of individual students and staff will not be made public. (Note: State Public Health Order for vaccination requirement is anticipated).
31. Other School related youth activities (ie. student transportation, sports, music, drama, after school care, etc.) will follow updated CDPH guidance (pending).
32. A [School Site-Specific Protection Plan](#) (SSSPP) / COVID Safety Plan (CSP) outlining the above measures is completed, posted and updated on school or district websites and shared with all staff and families. Schools should update SSSPPs / CSPs as state and local Public Health guidance changes.

Resource Documents:

- [July 12, 2021 CDPH COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)
- [July 12, 2021 CDPH K-12 school-based COVID-19 testing strategies for school year 2021-22](#)
- [July 9, 2021 CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
- [July 20, 2021 What Parents Should Know About the Updated COVID-19 School Guidance](#)
- [June 22, 2021 Safely reopening California](#)
- [July 27, 2021 CDC Interim Public Health Recommendations for Fully Vaccinated People](#)
- [July 29, 2021 California Department of Public Health Vaccine Record Guidelines & Standards](#)

- [CDC K-12 Guidance on Disabilities or Other Health Care needs](#)
- [State of California Safe Schools For All Hub](#)
- [July 28, 2021 CDPH - Guidance of the the Use of Face Coverings](#)
- [June 15, 2021 CDC Cleaning and Disinfecting your Facility](#)
- [CDPH Indoor Air Quality](#)
- [June 30, 2021 CDPH Travel Guidance](#)
- [May 25, 2021 Marin County School Air Quality Activity Recommendations](#)
- [June 21, 2021 Cal/OSHA Prevention Emergency Temporary Standards - What Employers Need to Know About the June 18 Standards](#)
- [June 11, 2021 CDPH State Public Health Orders](#)
- [June 11, 2021 CDC How to Wear Masks](#)
- [CDC Symptoms of COVID-19](#)
- [California K-12 School Antigen Testing Program Playbook](#)
- [Marin County Schools Mitigation Strategies Continuum 2021-22 School Year](#)
- [Public Health References for Rethinking Schools Bibliography](#)

Note: All MCOE student programs monitor and adjust School Site Specific Safety Plans / COVID Protection Plans aligned with updated Public Health Guidelines on an ongoing basis, and encourage input and from staff, students and families to develop protocols appropriate to the instructional setting to best support the health and safety of students and staff. SSSPPs / CPPs are reviewed and updated regularly, at least every six months, are posted on the MCOE Rethinking Schools Web Site [COVID-19 Return to Site-Based Instruction - SSSPPs by Site \(google.com\)](#).

Marin County Schools COVID-19 Safety Plan Guidance and Template 2021-22 School Year

Guidance for Developing Your School Site Specific Safety Plan (SSSPP) / COVID-19 Safety Plan (CSP)

1. Maintain and update a Multi-disciplinary Task Force formed during prior school year (ie, teachers, custodians, school secretaries, para-educators, parents, students, and administrators) to develop and support this COVID-19 Safety Plan who will meet regularly, will seek and gather input from stakeholders, and will monitor Public Health Information to help adjust and implement the plan based on input from all stakeholders as needed.
2. Perform a school site walkthrough with the Task Force of your campus, classrooms, multi-use rooms, and office spaces and use the protocols, guidance and best practices detailed in the [Marin County Schools Health and Safety Guidelines](#) as a guide for conducting your assessment.
3. Develop and finalize your CSP and train staff before site-based classroom instruction begins.
4. Use the template below to create your own CSP by filling in the required details, based on your individual school site/school or district office, to mitigate the transmission of COVID-19, under the guidance of the Marin County Public Health Officer.
5. Finalize your CSP to distribute widely to staff and families, and post on your school website, encouraging input, suggestions and questions. You may also post a copy at your school or office at a visible location, at or near the main entrance where students, staff and visitors can easily review it without touching the document. CSPs should be updated if protocols shift under the direction of Public Health.
6. Post signs at each of the primary staff and student entrances to inform all students, staff and visitors that they should:
 - Not enter the facility with any COVID-like symptoms; stay home if sick
 - Wear face coverings indoors; and
 - Practice good hand hygiene.

Tools for Developing Your COVID-19 Safety Plan (CSP)

1. COVID-19 Safety Plan Template

The Marin County Office of Education is providing this template that can be used by any school or district in Marin to create their own COVID-19 Safety Plan (CSP). It contains all of the standard content already written for you to apply the Health and Safety Guidelines to

your school or school office and prompts you to “fill in the blank” where unique information is required in order to complete your CSP. The template has been reviewed and supported by Marin County’s Public Health Officer.

2. School Specific Best Practices

The MCOE Rethinking Schools Task Force is monitoring updated guidance from the Center for Disease Control, the California Department of Public Health, the California Department of Education, and Marin County Public Health to support and promote emerging best practices to share with the school community in Marin. These best practices are based on alignment with local, state and federal guidelines in coordination with the county’s Public Health Officer.

*** This COVID-19 Safety Plan has been developed with significant opportunity for public comment and input over the course of the 2020-21 School Year. Ongoing and additional public comment is welcome and encouraged for any future revisions by contacting a site administrator and/or one of the Public Health and Safety Liaisons identified on the CSP. Any comments, questions or concerns may also be forwarded to the Marin County Office of Education’s Rethinking Schools Task Force at rapidresponse@marinschools.org.

CONTACT INFORMATION

School Name	
School Type (select One)	
	<ul style="list-style-type: none">• Traditional/Alternative Public School• Charter School• Private, Independent or Parochial
Public Health and Safety Liaisons (List Primary and Secondary Contact Information: Names, Emails and Office Phone)	
School Multi-Disciplinary Task Force Members and Positions (ie teachers, custodians, secretaries, paras, parents, students, administration)	

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Principal/ Administrator Name			
Contact Email		Contact Phone	

The above Principal/Administrator certifies that all staff and parents have been provided a copy of this CSP, which is posted on the school/district website, and that staff have received training as described in this CSP.

Signature		Date	
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SPECIFIC CONTROL MEASURES

Please provide as much detail as possible for how you intend to implement each guideline or check the box to indicate that you will adhere to the corresponding Guideline. If you need additional space, please provide an attachment.

Enter your School's protocols below each Guideline. If a Guideline is 'Not currently applicable' or not relevant to your student population, you may enter N/A. Even if 'Not currently applicable', protocol information is welcome.

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6. Parents, caregivers, or guardians should monitor students for symptoms of infectious illness every day through home-based symptom screening, and staff should conduct daily health screening self-assessment.

7. Staff and students who are sick are expected to stay home, and an isolation area is identified for students who begin to exhibit symptoms during the school day, until they can be picked up.

8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19 and provide options for symptomatic testing for students and staff, exposure response testing, and testing for modified quarantine. Testing of students must include appropriate parental permissions obtained in advance. If a fully vaccinated student or staff member develops COVID-like symptoms or has close contact with someone confirmed with COVID-19, testing is recommended.

9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (link: [Marin County Public Health Protocols & Communication Templates for Each Scenario By Tier](#))

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10. **Not currently applicable:** Physical distancing of six feet is maintained between adults and between adults and students, where practicable; three feet distance is permissible between students within a classroom or instructional area where requirements herein are in practice. Seating charts and attendance records will be maintained.

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16. **Not currently applicable:** Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom groups.

17. **Not currently applicable:** Congregate movement through hallways will be minimized as much as practicable.

18. **Not currently applicable:** Large gatherings (i.e., school assemblies) are currently prohibited.

19. **Not currently applicable:** The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their classroom groups. **Applicable:** Schools should assess indoor air quality and implement strategies that increase the amount of outdoor air brought into buildings, optimize current HVAC systems and supplement with portable air cleaners when practicable. Keep windows and other sources of natural ventilation open to the greatest extent possible. In the event of poor air quality updated [School Air Quality Recommendations](#) should be followed.

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23. **Not applicable:** Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals.

24. All staff as well as all students are required to wear face coverings indoors, and recommended to wear face coverings outdoors based on the direction of public health, unless there is a medical or behavioral contraindication or exemption. Students from grades TK - 2 should be supported and taught how to wear them properly, and specific outdoor and appropriately distanced activities may be scheduled for students at all grade levels to remove face coverings for brief periods of time.

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29. Non-essential visitors, including parent volunteers will be limited. Essential workers will be required to adhere to all health and safety guidelines. Any substitutes, contractors, visitors or volunteers working directly with students should be fully vaccinated.

30. All eligible students and staff should get vaccinated as soon as possible and are required to verify their vaccination status. Staff that are not fully vaccinated are required to be tested weekly. Staff and student vaccination rate data (the percentage of staff and students who are fully vaccinated) should be published and posted on the school website no later than October 1, 2021, and will be updated no less than on a monthly basis. Vaccination status of individual students and staff will not be made public. (Note: State Public Health Order for vaccination requirement is anticipated).

31. Other School related youth activities (ie. student transportation, sports, music, drama, after school care, etc.) will follow updated CDPH guidance (pending).

32. A [School Site-Specific Protection Plan](#) (SSSPP) / COVID Safety Plan (CSP) outlining the above measures is completed, posted and updated on school or district websites and shared with all staff and families. Schools should update SSSPPs / CSPs as state and local Public Health guidance changes.

COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA
ALL

Your Actions
Save Lives



Date: _____

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: _____

Number of schools: _____

Enrollment: _____

Superintendent (or equivalent) Name: _____

Address: _____

Phone Number: _____

Email: _____

Date of proposed reopening: _____

County: _____

Grade Level (check all that apply)

Current Tier: _____
(please indicate Purple, Red, Orange or Yellow)

☐ TK ☐ 2nd ☐ 5th ☐ 8th ☐ 11th

☐ K ☐ 3rd ☐ 6th ☐ 9th ☐ 12th

☐ 1st ☐ 4th ☐ 7th ☐ 10th

Type of LEA: _____

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate $\geq 25/100,000$ individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

☐ I, _____, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

☐ **Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

If you have departmentalized classes, how will you organize staff and students in stable groups?

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

☐ **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

☐ **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

☐ **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

☐ **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

☐ **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

☐ **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: _____ feet

Minimum: _____ feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

☐ **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

☐ **Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

☐ **Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

☐ **Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

☐ **Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

☐ **Consultation: (For schools not previously open)** Please confirm consultation with the following groups

☐ Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

☐ Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

☐ **Local Health Officer Approval:** The Local Health Officer, for (state County) _____. County has certified and approved the CRP on this date: _____. If more than 7 business days have passed since the submission without input from the LHO, the CRP shall be deemed approved.

Additional Resources:

[Guidance on Schools](#)

[Safe Schools for All Hub](#)