

TOOLS FOR SCHOOLS

A SAFETY AND HEALTH RESOURCE FOR K-12 PUBLIC AND PRIVATE SCHOOL DISTRICT EMPLOYEES



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DISCLAIMER

The findings, conclusions and opinions expressed in this publication are provided to assist school districts in the development and improvement of employee safety and health processes and do not necessarily reflect the official position of the U.S. Department of Education or other regulatory agencies.

SECTION 1 ADMINISTRATION

An Introduction to School Safety

All employees of a school district have the right to a safe and healthy workplace. It's the responsibility of the district administrators to ensure compliance with applicable health, safety and environmental laws, regulations and requirements. It's also imperative that district administrators ensure activities are conducted in a manner that protects students, faculty, staff, the public, property and the environment. A school district's goals should be committed to excellence in health, safety and environmental performance and strive to achieve:

- Zero injuries or illnesses
- Zero environmental incidents
- Zero property losses or damage

Achieving these goals is the responsibility of everyone working in the school district, though supervisors have particular responsibility for individuals reporting to them. The policy should actively support and implement all possible measures to minimize exposures to accidental injury or conditions that could adversely affect the health and safety of employees. To protect personnel and materials, safety should be the overriding priority in all efforts and not be compromised under any circumstances.

We recognize that controlling accidents is the result of management and employees working together for a common objective. The degree to which everyone accepts responsibility for their own safety and the safety of others will determine the success or failure of the safety and health process.

This publication is designed to be a safety and health resource to administrators and staff. It does not fully encompass all safety and health exposures anticipated in a school district. Special hazards may exist within a school system that requires greater emphasis, e.g., school carnivals, use of a ceramic kiln, chemicals, field trips, radiation.

Other fundamental written safety and health programs/policies that are not included in this publication, but are available from Accident Fund WorkSafe Consulting Services include Hazard Communication, Confined Space Entry, Bloodborne Pathogens, Emergency Evacuation, Defensive Driving and others.



The Importance of Risk Management



A School Administrator's View

Today's business environment is constantly changing, creating a dynamic set of business and financial risks that are difficult to identify or quantify. At the same time, these risks are changing. Organizations are often losing the internal resources required to manage them. As a result, school administrators must increasingly seek innovative ways to manage the challenges posed by ever-changing risks.

School administrators and risk managers have discussed universal approaches to assessing risk. Their concerns center on how to manage the entire spectrum of risk.

- Emphasis on a desire to ensure continuity of service within budgetary constraints.
- Concern about risks that could harm a district's personnel, property or environment.
- Need to ensure districts have analyzed and managed risks with serious financial consequences.
- Desire to confirm available risk management measures are being considered from a cost-benefit standpoint and that the total cost of risk would be reduced as a result.
- Need to make sure unexpected events receiving public attention don't create unfavorable outcomes.

The primary objective of an effective risk management program is to eliminate or adequately control risks and ultimately reduce accidents. It outlines techniques and procedures that are imperative for the protection of any district's greatest asset — its people.

At the same time, there needs to be awareness of the direct costs of accidents — those reflected in insurance premiums. We must be fully aware of the adverse effect that indirect or hidden costs of accidents can have on efforts to provide education. Such costs, unrecognized and uncontrolled, can mean the difference between success and failure. Working together we can positively influence the employee safety and health process.

What is Risk?

Risk is a measure of the probability and severity of adverse effects. In other words, can it happen? How often can it happen? What are the consequences if it does happen?

Risk Assessment

A successful risk assessment allows a district to make short- and long-range plans to reduce or eliminate any risk it chooses to assume, thereby enabling them to better develop contingency plans and improve hazard control programs.

Benefits:

- Identifying risks and estimating the total risk to which an organization is exposed.
- Evaluating risk control and risk financing strategies, and using cost-benefit analysis to help select the most effective strategies.
- Protecting a district from losses that would have serious impact on its well-being.
- Applying resources more effectively to various risk avoidance, transfer, control or financing options.
- Evaluating residual risks to be retained, in terms of type and magnitude.
- Improving communication within the district on vital risk and hazard control issues.

Risk Management Methodology

- **Risk Categorization** — develops a broad, organized review of potential risk categories.
- **Risk Identification** — defines specific risks and quantifies their probability and consequences.
- **Risk Analysis** — identifies risks whose consequences would be unacceptable and those requiring further study.
- **Risk Mitigation** — develops strategies for reducing risk.
- **Risk Resolution** — determines resources to reduce risks and appropriate risk transfer points.



Insurance Risk Categories

- Automobile Liability
- Directors and Officers Liability
- Crime
- General Liability
- Environmental Impairment
- Fire
- Professional Liability
- Workers' Compensation
- Business Interruption
- Product Liability
- Inland Marine

Workers' Compensation 101



For 100 years, injured employees in the U.S. have been protected from severe financial loss by a system of "workers' compensation." Workers' compensation was designed to be a "no fault" system with some notable exceptions. An employee who is injured while doing their job is entitled to certain payments for medical assistance and even the loss of wages if the employee is not able to return to work for a period of time.

Under workers' compensation as well as OSHA, employees have a responsibility to obey safety rules and exercise due caution. However, in the vast majority of cases, workers' compensation will pay an injured employee, even if they didn't do as good a job as they should have in preventing the accident.

Workers' compensation premiums are paid for by the employer (district). In general, premium amounts depend on such things as the type of business and number of employees covered — because workplaces with greater hazards or risk usually have more accidents and thus have to pay higher premiums than those which are deemed to have less exposure. Premium is also based on the total payroll of the employees doing various types of work and on previous losses.

Medical bills are paid in full if an employee is found to have suffered the injury while in the course and scope of employment. "Indemnity" payments are paid for lost time, after a certain number of days are lost, and/or significant injuries occur, such as an amputated finger or loss of use of a part of an arm or leg. Each state has different laws concerning when and how many lost wages are paid.

Exposures and Hazards

All risks have a source, sometimes referred to as exposure. Exposures increase the potential for harm or damage to people, property or the environment based on the characteristics of

objects and the actions or inactions of people. Exposures encompass regulatory and technology change, operator and design errors, leaks and spills, machinery breakdowns, explosions, fires and natural disasters, to name a few.

Examples of hazards can include electrical wiring that's not properly insulated, machines that aren't properly guarded or poor housekeeping, such as items that might have to be climbed over or can cause a trip or fall when passing through an area.

Sometimes risk is estimated based on past accidents for a given situation, as well as how severe or serious the accidents were. For example, cuts and lacerations can be serious, but typically, they are not nearly as severe as injuries that occur when people are in an automobile accident.

Many people think of hazards as being unsafe conditions. Several of those were mentioned at the start of this section. However, unsafe actions/behavior/performance by individuals also leads to accidents.

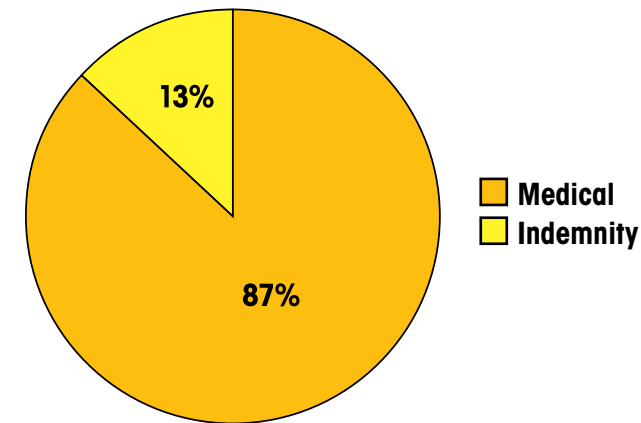
What is more important — to control unsafe acts or unsafe conditions? Actually, it's to control or minimize both. Sometimes it is helpful to look at the typical types of accidents that have occurred, and then tie those to the hazards themselves. For example, the hazard presented by a teacher standing on a chair to hang a wall poster — if you were looking into this job or task, you might ask yourself, "Why isn't the employee using a ladder or step stool?" As you examine the situation, you might conclude that a ladder is not available. We will look closer at these accident causes and solutions in the Accident Prevention Process.

The Best Way to Lower Your Workers' Compensation Costs

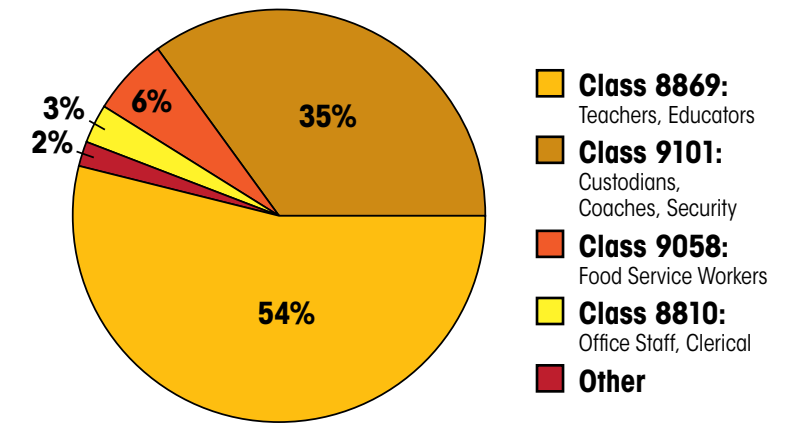
- Prevent claims from happening by implementing a proactive safety and health program.
- If a claim does occur, actively manage it to get the injured employee back to work and control medical costs.

K-12 School District Injury Statistics

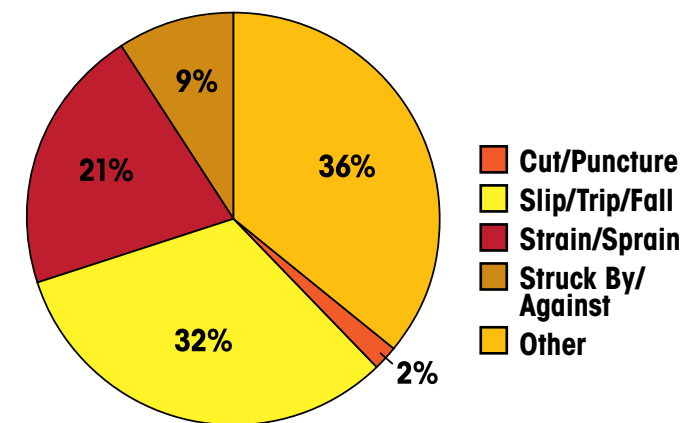
The following injury statistics are a result of developing and analyzing a subset of 104 Michigan school districts insured by Accident Fund Insurance Company of America from 2005 to 2010.



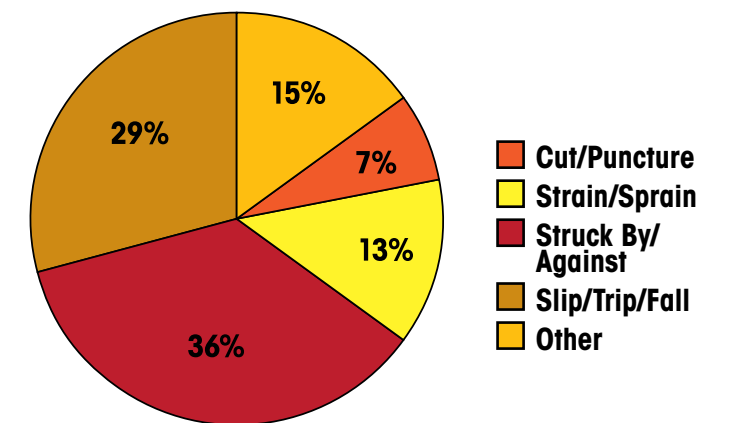
Medical vs. Indemnity



Claims by Class Code



Claim Costs



Claim Frequency



10 Steps to Reduce Workers' Compensation Costs

1. **Many think of work comp as a fixed cost, when in reality, it's a variable cost.** Employers can have a huge impact on how much or how little they spend on work comp depending on how they manage the variables involved. Two primary factors driving work comp costs are the number and frequency of claims and the cost of those claims when they occur. Focusing on these key leverage points will yield the greatest impact.
2. **Set the right culture.** Employers should adopt a company-wide "we care" attitude. They can foster a culture that treats people with respect, ensures they receive proper medical care when injured and assists them in getting back to work as quickly as possible. At the same time, employers can let people know disregard for or abuse of the system will not be tolerated.
3. **Hire smart.** Every new employee who walks through the door represents a potential liability for an employer. To minimize exposure, employers should use a thorough hiring process to ensure employees can physically perform the job and filter out potential abusers.
4. **Commit to safety.** Make safety a core value. Employers should create a comprehensive safety program built around employee involvement and hold people accountable for adhering to all company standards.
5. **Train and educate employees and supervisors.** Employers should train people to perform safely, and hold managers and supervisors accountable for enforcing all safety procedures.
6. **Use qualified work comp medical specialists.** Establishing policies and procedures so injured workers go only to pre-qualified medical specialists — not the emergency room — should be the goal.
7. **Handle claims quickly and properly.** Employers are advised to report all injuries within 24 hours, and make sure medical providers and third-party administrators follow up in a timely manner.
8. **Implement a quick return-to-work program.** The surest way to reduce long-term costs is to get people back on the job as quickly as possible. If necessary, use transitional work programs until the injured employee can return to their regular job.
9. **Review claims on a regular basis.** Agents or third-party administrators should meet with employers (monthly, quarterly or every six months, depending on the number of claims) to review the claims, analyze loss history and devise strategies for minimizing costs.
10. **Seek out experience and value in your provider.** Reducing work comp costs involves a lot more than getting the lowest premium. Look to those who will work with you to set up and manage a complete workers' compensation solution.



Accident Prevention Process

Accidents and injuries can be prevented, but it takes planning, organizing, leadership and coordination to do so. Safety and health professionals have identified the following strategies, practices and organizational methods to achieve safety performance goals.

Overview

The key to preventing accidents and injuries to school employees is to establish a good occupational safety and health safety process. A good process may take years to establish, but these guidelines are a good place to begin. Consider each of the five components below and rate your progress. The five components are:

- Ensuring management commitment.
- Ensuring employee and student involvement.
- Identifying and prioritizing potential hazards.
- Eliminating hazards.
- Training employees, students and management.

The occupational and health safety process should be tailored to the needs of a school or district. The program may be district-wide or developed solely for a particular campus, depending on school resources. Small school districts with limited resources have formed safety and health cooperatives with other districts to help manage all or parts of their programs.

Ensure Management Commitment

- **Top administration must be involved.** The school board, superintendent, school principal and top school administrators should all be leaders in implementing the process. They should stay informed and involved.
- **Develop a written safety and health policy supporting a safe and healthy environment in the schools.** This policy may take the form of one or more policy statements or a policy manual that covers issues regarding safety procedures. It should be posted and/or issued to all employees and students, if applicable.
- **Ensure adequate personnel resources.** Assign appropriate individuals responsibility for the functions listed in the remaining sections of this publication. Make sure they are given adequate time to do the job. It's important to select people who are competent and motivated, and who have the skills to do the job.
- **Ensure adequate financial resources.** Money must be allocated for the safety and health process. Make sure there's a plan for safety needs during the budget process, so there are funds to support these programs.
- **Evaluate program performance regularly.** The occupational safety and health safety process should be a part of all performance reviews, including those of top administration and teachers.
Acknowledge those who have been involved in identifying and correcting hazards and working safely.



Ensure Employee and Student Involvement

- **Establish a safety committee.** For such a committee to succeed, it should be selected carefully; composed of representatives of management, school employees and perhaps students; have a clear idea of its mission, power and functions; and be skilled in conducting effective meetings.
- **Communicate regularly.** Use newsletters, bulletin boards, pay check stuffers or class time to convey new procedures and safety assignments and to introduce new committee members. Keep the program on people's minds. Make safety and health a regular item on the agenda of staff, board, union and PTA meetings.
- **Develop a hazard-reporting procedure.** Students and employees should be encouraged to look for and report potential hazards to the Safety and Health Coordinator, or to the chairperson of the Safety Committee. Students may also report hazards to a teacher, the school principal or to another responsible adult.



Identify and Prioritize Potential Hazards

The following functions should be performed on a regular basis by individuals or committee members assigned to the task. You may wish to keep records of these activities.

- **Complete safety and housekeeping inspection checklists.** Inspection checklists can help you identify hazards and determine whether your organization is in compliance with applicable safety and health regulations. Refer to the Safety and Housekeeping Inspection topic later in this guide.
- **Conduct walkthrough inspections.** Using the checklists also provides an opportunity to interview employees and students about their concerns. Let them know the outcome of previous concerns and hand out new hazard report forms. For ideas about ways to use the checklists, refer to the Accident Fund WorkSafe Toolbox™. An assortment of checklists are available.
- **Maintain and update a chemical inventory.** As required by the OSHA hazard communication program, the Superfund Amendments and Reauthorization Act (SARA) Title III, and state hazardous waste regulations, you must record the names and amounts of all chemicals used, the means of disposal used and the occurrence of any spills or releases on premises.
- **Maintain and update a process and equipment inventory.** Record the location of hazardous processes or equipment and the dates when maintenance or monitoring must be performed. Also keep an inventory of the safety equipment and those who use it.
- **Establish a procedure for purchasing goods and services and leasing new space.** Avoiding a hazard is easier than controlling it. Before any purchase of chemicals, equipment or services, develop a system that may be reviewed by a safety representative or committee member.
- **Investigate incidents, spills, and releases.** Chemical release and other incident report forms should have a space to answer, "What were the causes of the incident or release?", and "What precautions or controls could have prevented the incident or release?" A safety representative or committee member should investigate every incident to determine how to prevent such a problem in the future. Employees and students should be encouraged to report "near hits" or "close calls" as well. See the section called Accident Investigation and Reporting for more information.
- **Review injury and illness records,** including the OSHA Log 300 (a required employee occupational illness and injury record-keeping system), personal injury claims and workers' compensation claims to identify whether certain classrooms, buildings or processes pose risks.
- **Order and review environmental, personal and biological monitoring data.** A few processes in career-technical education programs may require air monitoring, environmental sampling or biological monitoring of an employee's blood or urine. Consult your Accident Fund WorkSafe Consultant if assistance is needed.
- **Arrange for medical screening.** A few processes in career-technical education programs may require medical screening. In particular, all employees and students who wear respirators should be evaluated by a physician to determine whether they are fit to wear one. Crucial to respirator wearing is proper fit-testing and training provided by the school. Those exposed to excess noise need periodic hearing tests, the results of which should be tracked over time. Personal protective equipment (PPE) (e.g., respirators, hearing protection) should be provided by the school.

Eliminate Hazards

The following functions should be performed by individuals or committee members assigned to the task.

- **Develop written procedures and programs.** Examples include emergency planning, respiratory protection, vehicle safety and hazard reporting.
- **Develop emergency response plans and procedures.** For assistance in preparing plans to deal with chemical spills, contact your Accident Fund WorkSafe Consultant.
- **Provide regular equipment maintenance, repair, replacement and record-keeping.** Equipment includes hazardous machinery, safety gear and the ventilation system.
- **Perform routine housekeeping.** Get rid of trash by disposing of it properly. Check to make sure that trash, hazardous chemicals and other rubbish are properly stored and that exits are not blocked.
- **Install engineering controls.** The first in the hierarchy of controls used to reduce teachers' and students' exposure to a hazard. Committees are a useful means for brainstorming ideas regarding engineering controls or substitute processes.
- The order in which safety controls are considered is as follows: (1) engineering controls, (2) administrative controls and (3) personal protective equipment (PPE).
 - Engineering controls may include substitution, isolation, enclosure and ventilation of a process or equipment.
- Administrative controls include training in hazard recognition and schedule changes or reduced work times to decrease exposure.
- PPE may include respirators, aprons, safety goggles, hard hats, hearing protection and welding masks.
- **Provide personal protective equipment (PPE), if necessary.** Using protective gear involves careful selection, maintenance and user training.
- **Install eye wash facilities and showers** near maintenance operations, heating and ventilating operations and other processes that use corrosive chemicals or emit irritant aerosols.
- **Work cooperatively with inspectors from regulating agencies.** Remember the purpose of regulations is to ensure that employers maintain a safe and healthy work environment. Inspectors can often identify ways to control hazards found during an inspection.
- **Seek expert advice.** Difficult problems are often handled best by using a committee of all involved parties to brainstorm solutions; however, you may need outside advice. Your State Department of Education, county superintendent's office, EPA, OSHA, the local fire department or your local branch of the American Industrial Hygiene Association (AIHA) or National Safety Council (NSC) are sources of free advice and information.



Train Employees, Management, and Students

- **Train all new employees and students.** New employee safety orientation and ongoing safety training should be conducted and documented for employees.
- **Provide mandated training programs to employees and students.** Depending on the types of classes your school provides, training may be required on emergency and fire prevention, fire extinguishers, respiratory protection, occupational noise exposure, woodworking machinery, welding, asbestos handling, hazard communication or hazardous waste handling. Direct supervisors should receive the same training as their students or subordinates.
- **Train safety representatives and safety committees.** Training can enhance the ability of students and employees to carry out the functions listed above. In particular, they may wish to obtain training in automation of the program, investigation of injuries or other incidents, safety and environmental recordkeeping, hazard identification and control, industrial hygiene fundamentals or environmental regulations. Outside training opportunities provide an essential means for safety, health and environmental personnel to network with and learn from programs in other schools.
- **Obtain training assistance** from the regulating agencies and insurance carriers who often provide this type of service.

Teachers, safety committees and supervisors should not be discouraged if only small parts of an occupational safety and health program are in place early in the process. It takes time, money and persistence to have a sound program. Each new step is a great improvement over the way things were run before the program was in place.

Accident Fund Training Resources

The following list is a sample of safety training topics available from your WorkSafe Consultant:

- Accident Investigation
- Back Safety
- Personal Protective Equipment
- Lockout/Tagout
- Hazard Communication
- Confined Space Entry
- Electrical Safety
- Hearing Conservation
- Machine Guarding
- Ergonomics
- Slip/Trip/Fall Prevention
- Supervisor Training
- Forklift Safety
- Committee Organization

10 Key Elements for a Successful Safety Process

Management Commitment & Employee Involvement

- Managers and owners must visibly and financially support safety.
- Safety must be treated on equal level with production and quality.
- Employees should participate in physical inspections and be able to submit suggestions for improvement.

Supervisor Accountability

- Equal emphasis on safety, performance, quality, etc.
- Safety should be tied into financial incentives.

Accident Investigation and Prompt Accident Reporting

- Employees should report all accidents and near misses so that every situation can be investigated.
- Every accident should be investigated and results communicated to employees to increase safety awareness.

Regular Safety Training

- New employees receive safety orientation within three days of hire.
- Avoid "annual training" and maintain regular schedule of safety trainings and safety committee meetings.

Understand the Role of Safety Coordinator

- Everyone has safety responsibility — the coordinator is just a coach.
- Safety coordinator must be provided authority to make decisions.

Document and Enforce Safety Procedures and Rules

- Employees must be held accountable for written rules and procedures.
- Maintain a disciplinary system for safety violations.

Good Hiring Practices

- Pre-screen workers during the interview/application process.
- Develop a physical and drug screen requirement for applicants.

Identify Hazards & Correct Them

- Conduct regular hazard inspections and encourage employees to assist in their respective areas.
- Follow up on hazard identification and correction.
- RTW programs send a strong message of unity among and make the single largest financial impact of any workers' compensation or safety program.
- Partner with agent and insurance carrier

Early Return-to-Work (RTW) Programs

- Agent and insurance company representatives have access to many resources.
- Partnerships help resolve issues more quickly and can reduce costs.



OSHA and Other Regulatory Requirements

The federal government passed the Occupational Safety and Health Act (OSHA) in 1970. Its intent was to require employers to provide a safe place of employment for all workers. Individual states had the option of having Federal OSHA oversee safety compliance, or to set up their own OSHA departments. Currently, about half of the states administer their own OSHA compliance — they are required to be at least as effective as Federal OSHA. Those states that operate solely under Federal OSHA are assigned compliance officers and other OSHA employees, who make inspections, provide safety consultations, investigate fatalities and otherwise help employers improve safety.

As a supervisor, be aware that your employees are entitled to safety training, which must be provided by the employer. This training is sometimes done by a safety director or coordinator, or human resources department. In other cases, you, as the supervisor, might be expected to provide the training. Some of the training is required only one time, before an employee first encounters the situations where it is needed. Other training may need to be repeated every year, or at some other frequency based on certain events (e.g., a forklift operator not performing per the training provided).

School Campus Facilities: Pertinent OSHA CFR 1910 standards that apply to schools are as follows. Keep in mind this isn't an inclusive list.

1910.22	Walking Working Surfaces
1910.25	Portable Wood Ladders
1910.29	Manually Propelled Mobile Ladder Stands and Scaffolds (Towers)
1910.35	Compliance with NFPA 101-2000, Life Safety Code
1910.36	Design and Construction Requirements for Exit Routes
1910.37	Maintenance, Safeguards and Operational Features for Exit Routes
1910.38	Emergency Action Plans (Emergency evacuations)
1910.39	Fire Prevention Plans
1910.94	Ventilation
1910.106	Flammable and Combustible Liquids
1910.133	Eye and Face Protection
1910.134	Respiratory Protection
1910.138	Hand Protection
1910.151	Medical Services and First Aid
1910.157	Portable Fire Extinguishers
1910.164	Fire Detection Systems
1910.212	General Requirements for All Machines
1910.242	Hand and Portable Powered Tools and Equipment, General
1910.1200	Hazard Communication
1910.1030	Occupational Exposure to Bloodborne Pathogens
1926.503	Fall Protection



Safety Committees

A safety committee serves in many valuable capacities. Its main purpose is to create and maintain employees' active and positive interest in safety. It provides a forum to discuss relevant safety issues and is action-oriented. The committee should be involved with reviewing accident investigation reports, conducting inspections and determining/facilitating safety training needs.

The committee is usually made up of representatives from the various district departments, as well as management and employees. The committee also needs to have the authority to make decisions or have a direct line of communication with the district decision makers.

Specific safety committee duties might include:

- Review current accident history and accident investigation reports. In doing so, the committee will serve to ensure adequate investigations are being conducted and may, if appropriate, submit additional recommendations to management.
- Review results of supervisor safety inspections to gauge the effectiveness of accident prevention efforts. In addition, members of the safety committee will conduct independent inspections of selected areas on a regular basis and follow up on recommendations.
- Review employee safety suggestions and investigate reports for hazardous conditions. Conditions identified as imminently hazardous will be investigated by the Safety Coordinator, independently of the safety committee. Where appropriate, recommendations will be made to management for implementation of suggestions or correction of hazards.
- Develop safety programs as loss experience dictates the need.
- Identify safety training needs and facilitate the training.

Suggested functions of a safety committee

- Establish charter, mission statement or similar documents that identify the safety committee's goals and objectives. Should be signed by the Senior Manager.
- Establish and monitor company safety policy.
- Encourage and provide opportunity for employee input and feedback to ideas, problems and solutions for safety issues.
- Provide positive reinforcement of safety policies and maintain a positive attitude toward safety.
- Identify unsafe work practices and conditions and recommend corrective action.
- Review accident/incident investigations and evaluate recommended corrective action.
- Provide compliance assistance with state, federal and corporate safety regulations.
- Develop and support safety and health training needs.
- Assess safety equipment needs and evaluate training needs of new equipment.
- Disseminate and promote safety information.
- Establish a regular meeting schedule and document meeting minutes.
- Conduct safety and housekeeping inspections.

To enable communication between the committee and employees, minutes should be taken and published. A means of communicating concerns to the safety committee should also be established.

Forming a safety committee early in the development of a safety process can help speed the process since committee members can provide valuable input and do some of the work.



An effective safety committee depends on:

Sincerity and Interest

Both management and employee members must be sincere, cooperative, and intent on the mission of maintaining safe workplace conditions and practices. Passive inactive members are a detriment to the committee and if they cannot be inspired, the committee activities would be improved by their replacement. Typically, some type of employee rotation for committee members is suggested.

Adhering to Schedules of Meetings and Inspections

If meetings are skipped, it may indicate that they are not perceived as important or that there is not sufficient business for a productive meeting or safety committee activity. If meetings or committee activities seem to be unnecessary, it may be that the committee organization needs revision.

Action on Recommendations and Suggestions

Maintaining interest and support of employees requires that immediate consideration and action is taken on suggestions. Safety committee should have the authority to make improvements. Committee activities and accomplishments should be communicated to other affected employees.

Records of Injuries and Rates

A current record should be maintained of all injuries, injury trends and frequency rates to facilitate discussion and/or actions necessary to address accident causes. Resources should be focused in areas needing the greatest attention.

Recognition of Accomplishments

The safety committee, as well as employees, should be advised of the status of the safety program, and recognized for their contribution to achieving safety goals and objectives.

Barriers to committee effectiveness:

- When safety and health is not a top management priority.
- A lack of expertise or complete information.
- A lack of discretionary budget for committee activities.
- A lack of training for committee members.
- Infrequent meetings or meetings without a schedule or agenda.
- A lack of formal and complete committee meeting minutes.
- Not using committee meeting minutes to monitor progress.
- Canceling meetings without a critical reason.



Return to Work (Transitional Duty)

It should be the policy of any district to provide meaningful work activity for all employees who temporarily become unable to perform all, or portions, of their regular work assignments due to work-related or non-work-related injury or illness. By providing temporary transitional work activity, injured employees remain an active and vital part of the school environment.

Transitional duty may be in the form of altered duties within the scope of their current position, other available duties for which they may be qualified or through a reduced work schedule.

Why is RTW advantageous?

- The employee remains active at the place of employment, which encourages a more rapid return to full duty.
- It expedites medical rehabilitation.
- Employees have a tendency to feel important when they are productively contributing.
- Reduces the risk of disability syndrome.
- States a clear message that employees are valued and they can be compensated at their normal rate of pay.
- It enhances productivity by making sure even in a reduced capacity employees contribute to the work effort.
- Lowers workers' compensation costs

Return-to-work is perhaps the single most effective claims-management strategy available. Most schools handle return-to-work on an informal, case-by-case basis and have no formal agreement with applicable union(s) or contract language on it. However, most schools work closely with their union(s) on all return-to-work cases.

Additional benefits of transitional work include:

- The employee earns wages, retains all benefits, earns service credits and continues as an active member of the union.
- The school gets a productive worker, can take advantage of the injured employee's experience, can use injured employees as trainers for substitutes or replacement workers and saves workers' compensation costs.

Examples of Restricted-Duty Tasks

One-handed restrictions

- Receptionist/greeter
- Answering the phone (using a headset)
- Monitoring the doors/security monitor
- Reading to students
- Shredding documents/records
- Attendance at in-services/training
- Watching training or safety videos
- Classroom or written instruction in CPR or other topics
- Walk-through safety checks
- Light housekeeping
- Assistance in OSHA compliance

Seated restrictions

- Mailing/stuffing envelopes
- Filing/charting
- Computer work/data entry
- Updating manuals
- Answering the phone
- Monitoring the doors/security monitor
- Reading to students
- Shredding documents/records
- Attending in-services/training
- Watching training or safety videos
- MSDS inventory/update
- Assistance in OSHA compliance

Low-weight restrictions

- All one-handed and seated duties
- Updating bulletin boards
- Stocking supplies
- Conducting safety inspections
- Housekeeping: dusting, sweeping, light cleaning
- MSDS inventory/update



Return-to-Work Sample Program

Statement of Policy

The objective of this program is to document alternative work duties for _____, in such event an employee is unable to fulfill their regular duties for unforeseen work-related injury or illness. It will be management's goal to provide a modified work environment in accordance to documented medical approval. This program is primarily designed to provide temporary assignments while an employee continues to recover.

Program Focus

_____ has put this program in place to provide our workforce, on a continuous basis, an environment free of recognized hazards. All full-time and/or part-time employees, whether for work-related injury or illness, or non-work related injury or illness, might be asked to comply with this program. Therefore, any employee that is unable to fulfill their regular duties will be reviewed to be placed in a modified work environment until such time as their disability recovery period allows them to return to unrestricted work.

Rate of Pay

Payroll will be reviewed by management and adjusted accordingly to the modified position. This is subject to review upon each individual assessment.

Medical Treatment

All work-related injuries or illnesses will be reported by the employee immediately to management. Medical treatment will be sought at a hospital in the event of a life-threatening emergency. If not life-threatening, treatment can be directed within the first 10 days of injury or illness by _____ to a medical facility of their choice. After this 10-day period, treatment may be directed if the employee wishes or they may seek treatment at a medical facility of their choice.

Medical Release and Restrictions

The capacity of the employee's return to work is determined by the treating physician. It will be documented by the attending physician that the employee is released "free from restrictions" or "with documented restrictions" within the job description the employee holds. It will be given to and reviewed by _____ appropriate management personnel before employment can resume.

Type of Work

The type of work conducted by the employee will be reviewed on a case-by-case basis. We have set forth the following modified positions based on the history of work-related injuries and illnesses of _____:

- Light duty positions include, but not limited to light duty truck driving, parts running, shop cleaning, line surveying and clerical administration.
- The positions will be communicated to the attending physician if restricted work is expressed.
- These transitional positions and duties will be explained to the injured employee and he or she will be supervised to ensure restrictions are being followed and accommodations, if necessary, are made in a timely fashion.

Communication Plan with Medical Facility

_____ management personnel will keep in touch with the treating physician or facility, whether verbal or written, to stay updated on any changes in diagnosis, treatment or restrictions.

Communication Plan with Employees

This program has been explained to our entire work staff and will be adhered for the immediate future.

Discipline for Non-Compliance

Disciplinary actions may be taken against any employee who fails to observe this program in accordance with _____.

Accident Reporting and Investigation

Accidents are events which interrupt the smooth flow of profitable production or service. Accidents and injuries are not the same in that not all accidents result in injuries. Timely reporting of accidents and injuries enables responsive medical care to the injured and begins the process of discovering what happened and, most importantly, how to prevent similar accidents from occurring in the future.

A productive accident investigation prevents future operational breakdowns, identifies better methods, pinpoints training needs, shows concern to all employees and adds knowledge to the organization.

We investigate accidents/incidents to improve employee safety and health by minimizing or eliminating recurrence, discovering causes of work stoppage and eliminating or controlling identified causes.

All accidents should be investigated, but the depth of the investigation may be determined by the severity of the accident or the number of personnel exposed. It is best to begin the investigation immediately, during the same shift. Investigations should include a visit to the accident scene. The individual investigating the scene depends on the culture of the organization. Suggested personnel include: maintenance, nursing, supervision, safety committee, etc.

Total accident costs are a summation of direct costs, such as medical bills and damage to equipment, and indirect costs, sometimes referred to as hidden costs. Indirect costs have been estimated to be as much as four times the direct cost.

$$\text{TOTAL ACCIDENT COSTS} = \text{DIRECT COSTS} + \text{INDIRECT COSTS}$$

Direct cost is medical and indemnity (insured)
Indirect cost is non-productive (uninsured)

DIRECT COSTS

- Medical
- Compensation

INDIRECT COSTS

- Lost work time by injured party
- Lost earning power by injured party
- Economic loss to injured party's family
- Lost work time by fellow workers
- Cost of training a replacement worker

Reporting Work-Related Injuries Procedure

(sample)

General

1. All injuries occurring on school district property will be immediately reported to employee's supervisor. Injuries not reported immediately will be considered non-work-related. Accident investigation will be conducted as stated in the Accident Investigation Procedure.
2. A designated occupational health provider, hospital and/or 911 should be identified and posted in the office. Name, location and map to facility should be posted.

Non-Emergency Treatment

3. Employees who report a work-related injury, regardless of severity will report to supervisor/principal. Employee will receive first aid treatment if necessary. Injury will be logged in and accident investigation initiated.
4. In the event an injured employee must seek immediate, emergency treatment, Accident Investigation Procedure may be delayed. Supervisor must be notified prior to employee leaving the job site.
5. Employee can be transported by personal vehicle to an occupational health clinic or hospital, if the injury is non-life threatening. In no instance should employee drive themselves.

Emergency Treatment

6. If the injury is life threatening or serious, emergency services must be notified. Emergency professionals are responsible for employee stabilization prior to transport.

Supervisor Directive

7. Accident Investigation Procedure should be initiated per written policy.

WorkSafe WorkSafe WorkSafe

Accident Investigation Procedure (sample)

Introduction

The District will provide a safe environment for its employees, customers and the general public. An important aspect of providing a safe environment is to take accidents seriously by investigating and conducting corrective actions to prevent reoccurrence of similar accidents. Therefore, this procedure is established to provide consistent response, investigation and follow-up of accidents that occur during district operations. All personnel are to comply with this procedure when an accident occurs. The objective of accident investigation is to identify root causes and to identify corrective action to minimize reoccurrence.

Procedure

Treatment of Injuries

- If the injury is severe or life-threatening, then 911 shall be contacted immediately for emergency medical services.
- If the injury is less severe, then the current designated medical center shall be used for treatment. The Human Resources department shall be contacted about arranging for an appointment at the medical center. If no one in Human Resources can be contacted, the supervisor/principal shall then contact the center about an appointment.

Pre-investigation reporting

- The injured employee shall submit an injury report to his/her supervisor within 24 hours of the injury's occurrence.
- The supervisor of the injured employee shall sign the injury report and submit it to Human Resources within 24 hours of receiving it from the employee.
- Incomplete or improperly completed reports will be returned by Human Resources to the supervisor.
- Other steps include administering or obtaining first-aid care; performing necessary activities to prevent or minimize the risk of further accidents, injury, or property damage; and securing the area, if appropriate, to preserve the scene.

Supervisor or Safety Committee Investigation

- When first notified of an accident, the supervisor will begin gathering the facts of the incident: date, time, place, activity, other persons in vicinity, related circumstances.
- Interview the injured worker, record all details of the incident, and obtain signature of interviewed worker.
- Interview witnesses of the accident and record all details.
- Prepare visual records, photographs, sketches, diagrams, if applicable.

Safety Committee Investigation

- Recordable injuries.
- Injuries that involve time lost from work or restricted duty.
- Non-recordable or no-lost-time injuries if the potential exists to cause a more serious similar incident.

Corrective Action

- Based on data obtained from the investigation, make recommendations for any corrective actions needed.
- Involve all aspects necessary to coordinate the recommendation and to ensure cost-effectiveness, timeliness, appropriateness, and efficiency for the department involved.

Follow-up procedures

- Prepare an Accident Investigation follow-up document to ensure all corrective action identified is assigned to someone and is completed in a timely manner.

Root Cause Questions: Incident/Accident Review

PROCEDURES

- Y N Was employee authorized to perform task relating to incident?
- Y N Were written job procedures available?
- Y N Should written job procedures be developed?
- Y N Was there a lack of knowledge or skill?
- Y N Were tasks in the procedure too difficult to perform?
- Y N Was employee trained on job procedure?
- Y N Was the task performed at the time of incident routine?
- Y N Did job procedure anticipate factors contributing to incident?
- Y N Were there other procedural causes?

PERSONAL PROTECTIVE EQUIPMENT

- Y N Was appropriate PPE specified for the job?
- Y N Was appropriate PPE used?
- Y N Did employee know PPE was required?
- Y N Was PPE used properly?
- Y N Did PPE adequately protect employee?
- Y N Were there other PPE causes?

TOOLS & EQUIPMENT

- Y N Did the incident involve the operation or use of tools or equipment?
- Y N Was the tool or equipment found to be defective?
- Y N Was the tool or equipment energized or moving?
- Y N Did the design or quality contribute to the injury?
- Y N Was the tool or equipment used properly?
- Y N Was the proper tool or equipment selected for the task?
- Y N Was the equipment guarded properly?
- Y N Was the employee trained to use the tool or equipment?
- Y N Were all safety devices in place and operational?
- Y N Was the equipment installed in accordance with manufacturing recommendations?
- Y N Were maintenance inspections completed per schedule?
- Y N Were there other tool or equipment causes?

ENVIRONMENT

- Y N Was the placement, storage or moving of materials a factor?
- Y N Did housekeeping deficiencies contribute to incident?
- Y N Did excessive noise contribute to the cause of incident?
- Y N Was access to the work area restricted because of design layout?
- Y N Was lighting adequate?
- Y N Was employee aware of a hazardous condition?
- Y N Was mechanical ventilation adequate?
- Y N Was employee distracted during performance of task?

FACILITY

NAME		CITY	STATE	LOCATION #
EMPLOYEE				
NAME		SEX	D.O.B.	HEIGHT
WEIGHT		FULL TIME <input type="checkbox"/> PART TIME <input type="checkbox"/>		SHIFT: DAY <input type="checkbox"/> EVENING <input type="checkbox"/> NIGHT <input type="checkbox"/>
SOCIAL SECURITY #	HIRE DATE			
DEPARTMENT		ADDRESS		
JOB CLASSIFICATION		CITY, STATE	HOME PHONE # ()	
DESCRIPTION OF ACCIDENT				
ACCIDENT DATE		ACCIDENT TIME	ACCIDENT LOCATION	
Please describe the accident, including what employee was doing when it occurred.				
Name object or substance that directly attributed to the accident.				
What caused the accident? How could it have been prevented?				
Describe the injury:				
B O D Y P A R T	<input type="checkbox"/> 1. Abdomen	<input type="checkbox"/> 13. Forearm(s)	<input type="checkbox"/> 25. Ribs	C O N T A C T I N J U R Y
	<input type="checkbox"/> 2. Ankle(s)	<input type="checkbox"/> 14. Groin	<input type="checkbox"/> 26. Shoulder(s)	
	<input type="checkbox"/> 3. Back	<input type="checkbox"/> 15. Hand(s)	<input type="checkbox"/> 27. Spine	
	<input type="checkbox"/> 4. Buttock(s)	<input type="checkbox"/> 16. Head	<input type="checkbox"/> 28. Stomach	
	<input type="checkbox"/> 5. Calf(s)	<input type="checkbox"/> 17. Hip(s)	<input type="checkbox"/> 29. Teeth	
	<input type="checkbox"/> 6. Chest	<input type="checkbox"/> 18. Jaw	<input type="checkbox"/> 30. Thigh(s)	
	<input type="checkbox"/> 7. Ear(s)	<input type="checkbox"/> 19. Knee(s)	<input type="checkbox"/> 31. Throat	
	<input type="checkbox"/> 8. Elbow(s)	<input type="checkbox"/> 20. Leg(s)	<input type="checkbox"/> 32. Thumb(s)	
	<input type="checkbox"/> 9. Eye(s)	<input type="checkbox"/> 21. Lunge	<input type="checkbox"/> 33. Toe	
	<input type="checkbox"/> 10. Face	<input type="checkbox"/> 22. Mouth	<input type="checkbox"/> 34. Upper Arm(s)	
	<input type="checkbox"/> 11. Finger(s)	<input type="checkbox"/> 23. Neck	<input type="checkbox"/> 35. Whole Body	
	<input type="checkbox"/> 12. Foot	<input type="checkbox"/> 24. Nose	<input type="checkbox"/> 36. Wrist(s)	
Corrective actions taken to prevent reoccurrence.			Treatment <input type="checkbox"/> First Aid <input type="checkbox"/> Panel of Physicians <input type="checkbox"/> Emergency Room <input type="checkbox"/> Personal Physician/Clinic <input type="checkbox"/> Refused Treatment <input type="checkbox"/> Other (name) _____	
Lost Time? <input type="checkbox"/> Yes <input type="checkbox"/> No	Number of Days:	Modified/Restricted Duty <input type="checkbox"/> Yes <input type="checkbox"/> No	NUMBER OF DAYS	
Did employee accept medical treatment? <input type="checkbox"/> Yes <input type="checkbox"/> No	Was employee hospitalized? <input type="checkbox"/> Yes <input type="checkbox"/> No	Did employee return to work the same day? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Report Date	Employee Signature	Supervisor Signature		

SECTION 2 PERSONNEL

Food Service Safety

Food service is a primary function of every school district. Therefore, it's important that proper safety practices become part of every food service employee's daily routine, including temporary or volunteer staff. Food services can be divided into four basic areas:

- Arrangement or layout
- Receiving and storage
- Food cooking and preparation
- Cleanup

Arrangement or layout

Kitchen design and arrangement should eliminate unnecessary movement, save time and effort, and simplify housekeeping concerns.

Slip, trip and fall hazards can be controlled by having designated dishwashing areas, ice machines and other liquid sources out of general walking paths. Sharp tools should have a designated storage location where other utensils are not kept. Floor drains should be kept free of debris. Non-slip flooring and/or mats with beveled edges should be utilized.

Receiving and storage

When receiving supplies, hand carts and other small load lifters should be used. Proper preventive maintenance for lifting equipment is essential, while proper lifting techniques should be used. Storage shelving should be arranged so heavier material are stored on the middle shelf rather than high or lower shelf. See the Back Injury Prevention section later in this guide for more information.

Food cooking and preparation

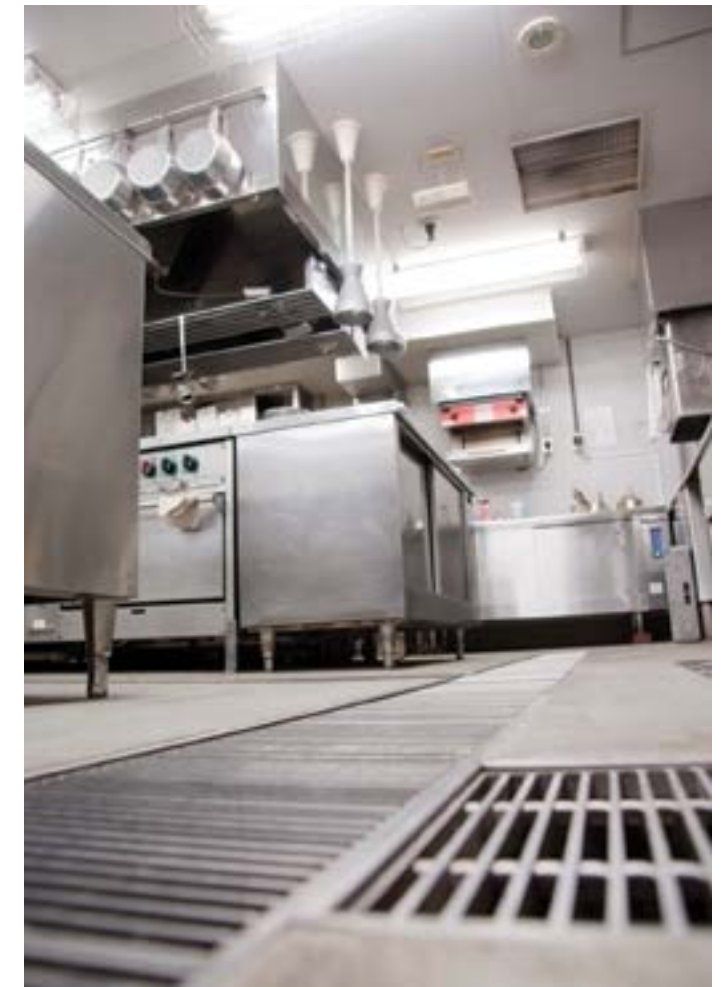
Safety awareness goes a long way toward preventing accidents during food preparation. Cleaning up spills immediately, avoiding hot surfaces, using personal protective equipment and washing hands are all important considerations.

Oven mitts should be readily accessible for use with the steamer equipment and not stored on top. Employees should not have to walk a long distance to obtain needed personal protective equipment. Cutting gloves should be used when appropriate and only trained and authorized employees should clean the meat slicer.

Cleanup

Continuous cleaning procedures should be implemented. Basic housekeeping includes liquid spill cleanup, taking boxes to the compactor, keeping floors grease free, using clean water for mopping and using personal protective equipment necessary for cleaning agents and other chemicals.

Garbage bags should be taken to the outdoor bins often, while utilizing carts or safe lifting techniques. Mops and buckets should be returned to their proper storage location. Periodic inspections should be conducted to ensure proper cleanup.



Injury Prevention in the Kitchen



Prevention of Lacerations

Knives

- Store knives and other sharp tools in a separate location from other utensils.
- Keep knives sharp — dull knives slip easier than sharp ones.
- Use the proper knife for the job.
- Use a cutting board to keep blades sharp.
- Use cut-resistant gloves for protection.
- Keep fingers on top of items being cut — use knuckles as a guide.
- Wipe knives by moving your cloth from the dull edge to the sharp, across the blade.
- Avoid wiping along the blade.
- Cut away from your body and do not use a hacking motion.
- Never attempt to catch a falling knife.
- Never place knives in dishwasher where they can cut someone.



Slicer

- Only trained and authorized personnel should clean the slicer.
- Unplug before cleaning.
- Use cut-resistant glove when removing or cleaning blade.
- Don't put slicer blade into dishwasher.

Dishes

- Do not stack glasses or cups. Store upside-down.
- No glassware should be placed in the sink used to wash pots.
- If breakage occurs:
 - Do not use bare hands to pick up the pieces. Use

broom and dustpan or a damp cloth.

- Drain water before trying to remove glass from the sink.
- Do not dispose of glass in trash bags. Take glass to the dumpster using a box or can.

Prevention of Burns

Ovens

- When lighting a gas oven, make sure pilot is lit.
- Stand to one side when lighting oven.
- Remove hot pans using oven mitts.

Ranges

- Assume all things on the range, including the range itself, are hot.
- Use mitts or potholders.
- Keep utensil handles away from burners.
- Don't allow pan/pot handles to stick out into travel aisles where they can be knocked off of the range.
- Use help when handling large pots of hot food.
- Direct steam away from you when removing the lid of a pot or pan.
- Raise the backside of the lid with a mitt or potholder.

Steam Tables

- Tilt food containers away from you as you insert them into the well.
- Avoid reaching across steam tables when serving food.
- Turn off the valves when the tables aren't in use.
- Let equipment cool before cleaning it.

Fryers

- Keep grease from building up on fryer and frying area.
- Do not overfill — fill to the mark, or not more than 3 inches from the top of the fryer, to prevent overflows.
- Use rubber gloves and apron when filtering or handling vats of hot grease.
- When changing oil, allow it to cool before draining.
- Drain oil into metal containers, not plastic, to avoid collapse of the container.

Dishwashers

- Avoid handling very hot dishes with bare hands.
- Turn machine off and allow to cool before cleaning it.
- Be sure safety switch is operating.
- Dishwasher should shut off when opening the door.

Prevention of Muscle and Back Strains

Lifting and Carrying

- Use a two-wheel cart or dolly when moving boxes, pallets, crates, bags or barrels.
- Store heavy, bulky materials on mid-level shelves — preferably those near waist height. This eliminates the need to lift heavy objects over your head or from floor level.
- Stand close to objects with feet spread for balance.
- Never twist your body to get position — move your feet instead.
- Bend at your knees and arch your back.
- Maintain your natural spine curve.
- Grasp object gently, holding it close to your waist.
- Lift smoothly with your legs and abdomen, keeping shoulders back. Then return your back to a vertical position.
- Get help when lifting heavy items if they are too heavy for you.

Prevention of Slips and Falls

Slips and falls are frequent accidents in serving areas and kitchens due to food, grease, water and ice spills on floors.

- Clean up all spills immediately. Do not leave a spill or slippery condition unattended.
- Clean up with a towel or send for someone to get a mop.
- Use "Wet Floor" sign when mopping.
- Use floor fan for drying.
- Mop a small area and follow with a dry mop to remove moisture.
- Keep floor mats and carpets flat on the floor.
- Fix any folded edges or lumps on mats.
- Wear slip-resistant shoes.
- Frequently clean freezer and cooler floors to remove moisture, food and frost.
- Report any loose flooring to management for repair.
- Keep travel areas free of storage or obstacles.
- Avoid running, even if during a rush period.
- Use flow-through mats near sinks and ice machines.
- Use good sturdy stepladders when climbing. Never stand on anything but a ladder or stepladder to reach high places.

Safe Ladder and Stepladder Use

- Read and follow the manufacturer's instructions affixed to the ladder if you are unsure how to use the ladder.
- Do not use ladders that have loose rungs, cracked or split side rails, missing rubber foot pads or are otherwise visibly damaged.
- Keep ladder rungs clean and free of grease — remove buildup of material such as dirt or mud.
- When performing work from a ladder, face the ladder and do not lean backward or sideways from the ladder.
- Allow only one person on the ladder at a time.
- Do not stand on the top two rungs of any ladder.
- Do not stand on a ladder that wobbles, or that leans to the left or right.

- Do not try to "walk" a ladder by rocking it. Climb down the ladder and move it.
- Do not use a ladder as a horizontal platform.

Miscellaneous

- Remove lids from cans completely and discard.
- Avoid putting hands into garbage disposal — make sure guard is in place.
- Do not reach into trash bags or cans, as you may get cut on lids or other sharp objects. Use trash pusher to push trash down in the cans or bags.
- Use a wooden tamper when operating food choppers or meat grinders. All guards should be in place on the grinders.
- Do not wear jewelry or let long hair hang loose when operating mixers or grinders. Long hair should be pulled up in a net or hat.
- Know the location of the first aid kit.





Transportation Safety

General

Operating a fleet of school buses represents the single greatest exposure to loss a school district can have.

- There are an estimated 23 million children transported to and from school daily in approximately 425,000 buses.
- Although school buses are considered a safe form of ground transportation, there are still significant opportunities for accidents to occur.
- The information presented here can be used to support the district's fleet safety program, and is not intended to be a comprehensive document.
- Driver training, defensive driving, weather conditions, discipline and other topics should be considered.

The Driver

Quality school bus drivers are vital to the success of any fleet safety program. More than any other factor, drivers will have the most profound impact on your overall fleet safety record.

- The largest majority of school bus-related accidents are due to driver error.
- The abilities necessary for safe and efficient driver performance include knowledge, skills, values and personality/attitude.
- Of these, only knowledge and skills can be learned. Therefore, your driver selection process and minimum hiring criteria must be designed to identify candidates who can and will safely perform the task of driving.

The driver is defined as a person who is in actual physical control of a vehicle. Driving a school bus safely is a significant responsibility and the driver has many roles to play. The primary role is to provide safe transportation to and from school. However, the driver must also maintain control inside the bus so the actions of any one student will not lead to an accident, injury or other loss.

Employment

The quality of your drivers begins with your minimum hiring criteria and selection process.

- An applicant must meet all state and federal laws. Meeting those laws, however, does not necessarily mean the candidate will make a good bus driver.
- Each district should develop a list of minimum hiring criteria and use it when assessing every candidate.
- Driver selection criteria may include: a structured personal interview; reliable references; physical exam; drug and alcohol screening; exams on school bus operations, safety, local regulations and special traffic laws; the ability to pass state and federal criminal checks and fingerprinting; motor vehicle records check based on the district's minimum hiring criteria — MVR check and CDL verification is recommended.

Safety Training

Once selected, drivers should undergo a new employee orientation and education program. Thereafter, they should be provided with continuous driver training.

- Drivers need to have a clear understanding of the rules and procedures for safely driving a school bus.
- They need to have sufficient mastery over their vehicle in all types of conditions and they must be skillful in dealing with all types of students.
- Finally, the driver should have a solid understanding of their school bus and its limitations.

Some of these subjects are best suited to classroom or self-directed learning. However, much of the required learning is related to skill. Skills can only be learned through experience and practice — an effective driver development program must include comprehensive hands-on training.

Safety Meetings

Safety meetings are an opportunity to present safety and risk management principles and to discuss specific behaviors, activities, conditions, processes and situations which are directly linked to accidents and injuries.

- Although the format and presentation may change depending upon the purpose of the meeting, there should always be an opportunity for dialogue, discussion and questions.
- Tap into your experienced drivers — they have a lot of wisdom and can make major contributions to the meeting.
- Establish a schedule of subjects to be discussed throughout the year.
- Lead by example — if you want your employees to actively

participate in your safety meetings, then you must be enthusiastic about the meeting yourself.

- Present real or simulated case studies for discussion to get employees involved in the safety meeting.
- Keep it relevant — everyone learns by relating new information to what they already know or have experienced themselves so keep your audience in mind when you're designing the session.

Driver Awards

Most comprehensive fleet safety programs include some type of recognition for safe driving performance.

- Programs range from simple recognition dinners to annual certificates or other awards.
- In some award programs, the fleet manager may include monetary incentives.
- For the most part, these rewards have little effect on the drivers' day-to-day behaviors. Therefore, you shouldn't rely on an awards program to correct accident-related behaviors.



Pre-Trip Inspections

Before a school bus can be operated, the driver should conduct a pre-trip inspection of the mechanical and safety equipment on the bus.

- The purpose is to ensure the school bus is road worthy before starting a route or trip. The pre-trip inspection must be recorded.

Mirrors

Mirrors, and their proper adjustment and use, play a significant role in accident and injury prevention. Drivers should know what they are supposed to see in each mirror, and they should be checked and adjusted each day during the pre-trip inspection. In addition, regular preventive maintenance should be implemented.

- The right convex/crossover mirror should be adjusted in such a way that the front of the bus, including the grill and bumper, can be seen.
- The right convex mirror should be tilted down to clearly show the right front tire, the area around the tire and the ground in front of the service door.
- The right flat mirror should be adjusted so the driver can see from the service door to the outside edge of the rear bumper, as well as the right rear wheel well.
- The left convex/crossover mirror should be adjusted so the front of the bus, including the grill and bumper, can be seen.
- The left convex mirror should be tilted down to clearly show the left front tire, the area around the tire and the area between the tire and the side-mounted stop sign.
- The left flat mirror should be adjusted so that the driver can see from the side-mounted stop sign to the outside edge of the rear bumper, as well as the left rear wheel well.



Bus Routes

Local school districts should review their school bus routes every year to ensure they are safely planned.

- Both regular and substitute drivers should be completely familiar with the routes they will be driving and should not deviate from them.
- If any driver believes a route is dangerous, he or she should notify the proper officials.
- School districts should develop and implement a program for identifying every hazard along a route.
- Once the plan has been developed, it should be shared with all regular and substitute drivers.

Bus Security

- Maintaining control of keys is an important part of bus security. They should be out of the bus and stored in a secure location whenever they aren't in service.
- At the end of each run, drivers should remember to physically check every aisle of the bus to ensure that there are no remaining students on board. This can be accomplished by placing a reminder card on the inside of the back door at the beginning of the run and then retrieving it at the end of the run.
- Buses should be parked inside whenever possible. If they are stored outside, they should be in a fenced area with a locked gate and adequate lighting to discourage vandalism and provide for greater employee safety.

Michigan's Model School Bus Safety Inspection

_____ Public Schools Date: _____ Bus #: _____

Model Yr: _____ Mileage: _____ Hours: _____

Inspection Cycle Compliant: yes / no (circle one)

Note: School Bus Safety Inspection Cycle Maximum is 36 Days/3,500 miles/ 300 gallons

Inspector/Technician: _____

Signature

Status Code: ✓ = Item OK N = Needs Repair Y = Yellow Tag Item R = Red Tag Item (place out of service)

Status Code(s)	Inspection Items	Comments (Specific Deficiencies)
Bus Body - Interior		
	1. Step wells/Grab Rails: decals, condition, tread wear, lighting, attachment points, metal corrosion	
	2. Emergency Equipment: fire ext., reflective triangles (3), road flares (3), first aid kit, body fluid kit	
	3. Documentation— registration, proof of insurance, present, readable & current	
	4. Neutral Switch, Shifter Control: operational, indicators readable	
	5. Dash Decals: all manufacturer decals intact, including lift decals if applicable	
	6. Engine Controls: key switch including alternative setting, accelerator pedal	
	7. Gauges, Indicators, Lights, Buzzers: speed/odometer, oil, temp, fuel, volt/amp, tach, hour meter, transmission temp, filter gauge, low oil, check engine, high/low beam, turn signals, four ways, glow plugs, dash lights, pre-heater (if applicable)	
	8. Air Brake System: gauge(s), build up, governor, parking brake, air leaks, low air warning, pop off, pedal, anti lock system lights	
	9. Windshield Wipers & Washers: general operation, blades, arms, reservoir, switch, pump, hose	
	10. Heaters, Defrosters, External Dash Fan(s): operation, condition, control speeds (all settings), plumbing/leaks, shielding, diffusers, ducts, fasteners, blades, mounting	
	11. Dome Lights: operation, lens, switch, mounting	
	12. Service Door: operation, control, overhead pad, glass, mounting brackets and hinge(s), seal adjustment	
	13. Horn: operation, control device on steering wheel	
	14. Mirrors: adjustment, condition, discipline, convex (crossing), two rearview (each head), mirror heater system, switches	
	15. Steering/Wheel: play, condition, operation, tilt & telescope, column, mounting secure	
	16. Driver's Seat/Belt: operation, condition, cover, mounting pedestal, motor, all power adjustment settings	
	17. Passenger Seats: frames, mounting, foam, covers, bottom clips, flip up seats, modesty panels, stanchions, decals, safety belts (if applicable)	
	18. Emergency Door(s) / Windows/ Hatches: operation, buzzers, labeling, overhead pad, stop switches and settings, hold open mechanism	
	19. Windshield, Side & Rear Windows: cracks, fogging from laminate separation, latches, visor	
	20. Interior Wiring, Bulkhead Seals: condition, mounting/routing, openings, electrical panel, fuses/breakers	
	21. General Condition Bus Interior: floor, grab rail, paneling, loose objects, trip hazards, moldings, graffiti, sharp edges, screws, cleanliness and general housekeeping	
	22. Wheelchair Lift/Access Door, Security System (if equipped): operation, condition, lift leaks, lighting, warning light/buzzer, door controls, outside door security system, manual operation, chair and occupant security system, belt cutter	
	23. Two-Way Radio/GPS System, PA System (if applicable): operational, mounting, wiring, condition, microphone	

Status Code(s)	Inspection Items	Comments (Specific Deficiencies)
Bus Body - Exterior		
	1. Lighting, Reflectors – headlights (high/low beam) turn signals, hazard, side marker, brake, tail, backup, clearance & ID lights, strobe, parking, license plate, all are operational, condition, lens condition, flashing, color, mounts, proper aim	
	2. Eight Light System – operation, condition, color, lens, hood, pilot, mounts	
	3. Stop Arms, Back Up Alarm – operation, condition, bushing/hinge, leaks, mount, decals, blade, bolts	
	4. Batteries – condition, correct type, tie downs, terminals, cables, clean, paint condition, tray condition (properly lubricated)	
	5. Electrical Compartment – mounting, wire routing, connections, fuses, breakers, paint condition around edges, door hinges	
	6. General Condition, Exterior – mirror brackets, bumpers, body damage, paint (be specific in comments), grill, reflective marking, lettering, emergency door, engine hood, all brackets and hinges	

Status Code(s)	Inspection Items	Comments (Specific Deficiencies)
Engine Compartment		
	1. Fluid Levels – condition, brake, power steering, oil, transmission, washer, coolant, leaks	
	2. Belts and Hoses - condition, tension, alignment, clamps	
	3. Engine Performance – starting, shut down (stalls, hesitation, miss, skip, smoke, dieseling)	
	4. Components – mounting, condition, brake, pump, air compressor & filter, fan/clutch, alternator, master cylinder, booster, hoses, plumbing, valves, switches, senders, gauges, lights, turbo, leaks, air cleaner	
	5. Wiring – routing, condition, operation, security, type, size, connections, harness, loom	
	6. Fuel System – condition, operation, security connections, leaks purge fuel filter, pump, filter, lines, return springs, injectors, contamination, throttle valve	
	7. Radiator/Cooling – mounting, cap, reservoir, fan shroud, after/inter cooler, plumbing leaks	

Status Code(s)	Inspection Items	Comments (Specific Deficiencies)
Chassis		
	1. Steering – play, column, joints, steering gear, mounting, leak, pitman arm, drag link, steering arm, tie rod & ends, idler arm, alignment, condition of all grease fittings	
	2. Frame – frame rails, cross members, chassis components, condition, security, alignment	
	3. Front Suspension – wheel bearings, hub, I-beam, kingpins, shackles, spring mounts, springs, pins & bushings, A-frames, ball joints, U-bolts, seals, stabilizer	
	4. Rear Suspension – axle housing, vent, differential, springs, spring mounts, U-bolts, shocks, shackles, control arms, pins, bushings, hangers, seals, wheel bearings, leaks, stabilizer, air bags (if applicable), control valve, torque suspension bolts	
	5. Brakes – hoses, lines, chambers, slack adjusters, pushrods, linings, drums, rotors, wheel cylinders, leaks, valves, reservoirs, dryer, calipers, spring chambers, cage bolt, mounting, brackets, bleed air, hydrovac, contamination	
	6. Mounts – engine, transmission, starter, condition, security, alignment	
	7. Transmission – bolts, linkage lines, filter, cooler, clutch, bearing, cylinder, modulator, leaks, programming check	
	8. Fluid Leaks – oil, coolant, transmission, power steering, fuel	
	9. Driveline – shafts, U-joints, yokes, hangers, guards, phasing, damper, driveshaft parking brake, mounting, condition, alignment	
	10. Fuel Tank – leaks, mounting, hoses, wiring, cap, vent, barrier, fill nozzle	
	11. Exhaust System – condition, leaks, mounting, muffler, tailpipe, hangers, clamps, position, extension	
	12. Body Security & Structure – mounts, floor, outriggers, braces, skirts, condition, security, alignment, bolts	
	13. Wheels & Tires – type (match), tread depth, damage, alignment, wheel hardware, pressure ck. (see comments)	Pressure : LF _____ LRI _____ LRO _____ RF _____ LRO _____ LRI _____



Maintenance, Groundskeeping and Custodial Safety

Slip and Fall Prevention (also see section on Slips, Trips and Falls)

- Proper footwear is required. All footwear should:
 - Fit snugly, be comfortable and have slip-resistant soles with good tread.
 - Be clean and in good condition at all times.
 - Be inspected regularly for damage, and repaired or replaced when worn or defective.
- Utilize wet floor signs when mopping floors or cleaning up liquid spills.
 - All walkways and aisles must be kept free of debris or other trip and fall hazards.
 - Employees must be observant and always looking for slip, trip and fall hazards. If a hazard is noticed (for example, a liquid spill), it must be immediately cleaned up or removed.

Safe Ladder and Stepladder Use

- Read and follow the manufacturer's instruction label affixed to the ladder before use.
- Do not use ladders that have loose rungs, cracked or split side rails, missing rubber foot pads or are otherwise visibly damaged.
- Keep ladder rungs clean, free of grease and be sure to remove buildup of material such as dirt or mud.
- When performing work from a ladder, face the ladder and do not lean backward or sideways.
- Allow only one person on the ladder at a time.
- Do not stand on the top two rungs of a ladder.
- Do not stand on a ladder that wobbles, or that leans to the left or right.
- Do not try to "walk" a ladder by rocking it. Climb down and move it.
- Do not use a metal ladder on roof tops or within 50 feet of electrical power lines.
- Do not use a ladder as a horizontal platform.

Chemical Use and Personal Protective Equipment (PPE)

- Ensure you read and understand all chemical labels and material safety data sheets.
- Utilize chemicals only as outlined on the label or included instructions.
- Wear eye protection, gloves and other required PPE when utilizing cleaning or other chemicals.
- Ask your supervisor if you have any questions.

Gasoline-Powered Lawn Maintenance Tools

- Wear hearing and eye protection when operating a gasoline-powered tool.
- Do not operate equipment you haven't been trained to use.
- Do not use tools with parts that are loose, worn, cracked or otherwise visibly damaged.
- Do not alter or bypass any safety device provided by the manufacturer.
- Do not pour fuel into the tank of a running engine.
- Do not smoke while servicing, using or refueling a gasoline-powered tool.
- Keep body parts and clothing away from the running engine and cutting blade.
- Do not run a gasoline engine inside an enclosed space, like a storage shed.
- Turn off the engine when you're not cutting or trimming.
- Stop the engine and disconnect the spark plug wire before cleaning, inspecting, adjusting or repairing cutting blades or other rotating parts.

Brush Hog/Tractor

- Visually inspect the area to be mowed.
- Remove or mow around hazards, such as tree stumps, roots, holes, ditches, rocks, branches, sprinklers, light fixtures and pipes.
- Only the operator is permitted to ride on a riding mower — no passengers!
- Never try to get on or off a moving tractor.
- Start the engine only from the operator's seat, with the transmission in neutral or park.
- Slow down before sharp turns.
- Do not drive near the edge of a gully or steep embankment.
- Back out of a ditch or up a steep slope.
- When using a riding mower, mow up and down the slope. Do not mow across a slope.
- Keep the mower in gear when going down slopes.
- Before dismounting the tractor, lock the brakes, lower implements to the ground and turn off the engine.

Line Trimmer/Weed Eater/Brushcutters

- Always wear eye and hearing protection while operating a line trimmer.
- Do not start the line trimmer if anyone is within 30 feet.
- Place the line trimmer on firm ground in an open area before starting.
- Before refueling, remove the trimmer from your harness, place the trimmer on the ground and allow the engine to cool.



- Stop the trimmer before setting it down.
- Do not wrap the starter rope around your hand.
- Do not allow the starter rope grip to snap back; guide it as it rewinds.
- Hold the trimmer with two hands and wear a harness if available.
- Do not cut above waist level; use the tool at ground level.

Aerial Lifts

Before you operate an aerial lift you must receive training and an operator's permit.

- Read all safety and operation stickers on the machine.
- Read the operator/owner manual.
- Visually check around the machine for obstructions, uneven terrain and debris.
- Examine the travel path of the lift for holes, soft ground or other hazards.
- Check for proper tire inflation and tightness of bolts on chassis.
- Check upper and lower controls for proper operation.
- Make sure all platform railing bolts are in place and secured.
- Check the hydraulic oil and engine oil levels daily.

- Make sure the machine is on a firm, level surface.
- Check to make sure that clearance is adequate to prevent danger from energized power lines.
- Wear a hard hat where head contact with overhead objects or structures is possible.
- Distribute the load evenly on the floor of the lift platform.
- Keep tools and parts in a secured container to prevent falling while operating the lift.

When using an aerial lift:

- Never allow unauthorized or untrained personnel to use the lift.
- Never operate electric lifts while the batteries are being charged.
- Never operate the machine until platform gates or chains are secured.
- Never overload the lift by exceeding its rated capacity.
- Never use the lift on soft or uneven surfaces.
- Never store loose tools or supplies on the platform.
- Never sit, climb or lean on the platform railings.
- Never use planks, ladders, scaffolds or any item to extend the reach of a lift.
- Never bypass or override any hydraulic, mechanical or electrical safety device.
- Never operate the lift when wind exceeds 25 mph (or less, if specified by the lift manufacturer).
- Never operate within 10 feet of energized power lines (up to 50kV).

Hand Tools

- Store tools in secured containers to prevent them from falling off of elevated work platforms.
- Keep the blade of all cutting tools sharp.
- Carry all sharp tools in a sheath or holster.
- Tag worn, damaged or defective tools "Out of Service" and do not use them.
- Do not use a tool if its handle has splinters, burrs, cracks or splits, or if the head of the tool is loose.
- Do not perform make-shift repairs to tools.
- Do not use impact tools, such as hammers, chisels or steel stakes that have mushroomed heads.
- Do not carry sharp or pointed hand tools, such as screwdrivers, scribes, scrapers or chisels in your pocket unless the tool or pocket is sheathed.
- Do not carry tools in your hand when climbing — carry them in tool belts or hoist them to the work area with a hand line.
- Do not throw tools from one location to another, from one employee to another or from scaffolds or other elevated platforms.
- Transport hand tools only in toolboxes or tool belts. Do not carry tools in your clothing.



Snow Removal

The intent of any snow removal plan is to standardize and document the routine actions normally taken to reduce employee and visitor slip, trip or fall exposure during a winter snow or ice storm. Every storm is different and requires a slightly different approach to controlling and removing snow and ice accumulations. One thing is consistent for any circumstance: on the day of a snow or ice storm, the control and removal of that storm's accumulation must be the top priority for the snow removal crew.

A sound plan identifies the general staff resources, equipment, areas of responsibility and general strategies for addressing any given storm. It should routinely be reviewed to improve the effectiveness of snow and ice control efforts.

The goal of a snow and ice control program is to maintain adequate traction for pedestrians and vehicles in winter conditions. This does not mean bare, dry pavement should be expected after each snowfall. Snow and ice storm control and removal efforts are focused towards making a campus accessible by 7 a.m., which means "one pass" by motorized snow and ice removal equipment or hand shoveling in the following areas:

- Service drives
- Walks
- Parking lots
- Steps, ramps and curbs

Service Hours

A snow removal crew should be comprised of maintenance, groundskeeping and contract services companies who are on-call during the snow removal season. With these staff resources, the focus should be to concentrate control and removal efforts between 3 a.m. and 5 p.m. on weekdays during the academic term. Minimal services are provided after 5 p.m. depending upon storm conditions, duration and hours already worked by the equipment operators.

Service may also be adjusted for weekend, holiday and break periods as staff and other resources are available. During a storm while precipitation is falling, motorized snow removal efforts should be geared toward providing accessible paths to, from and between parking lots and buildings. Clearing of building entrances, stairs and ramps will be ongoing as long as custodians for the particular building are present.

The full maximum motorized cleanup effort, however, will generally not begin until the storm's precipitation is complete. For snow storms, the use of rock salt will generally be used for most parking lots and sidewalks, while calcium chloride pellets will be used at entryways of buildings. A sand/salt mix is only used on rare occasions when there are extremely low temperatures or ice storms present.

Motorized Equipment

During snow storms, the snow-removal crew will be called in at 3 a.m. to insure the "one pass" on walks, roads and drives can be accomplished. The equipment used during storms will be dependent upon the snow accumulation and will generally be as follows:

- Accumulations less than 1 inch — motorized brooms used for walkways and a salting truck will be deployed.
- Accumulations greater than 1 inch — plow trucks, tractors and loaders driven by the grounds staff will be deployed.

After snow storms, the primary cleanup effort will begin. The equipment used after each storm will be dependent upon the snow accumulation and will generally be as follows:

- Accumulations less than 1 inch — major cleanup will be the same as is used during storms, as listed above.
- Accumulation greater than 1 inch — the entire grounds crew plus auxiliary drivers will be called in at 3 a.m.

During ice storms, the grounds crew will be called in at 4 a.m., and salting will begin. All motorized equipment should have assigned routes — a route map should be kept in each vehicle. A master route map should be made available in the maintenance and groundskeeping office as well.



Hand Shoveling

- Building custodians are expected to shovel, clear, sweep and/or salt all academic and administration building entrances, stairs and handicapped ramps out to the motorized equipment route point.
- The custodial supervisors are responsible for coordinating this process in their respective buildings.
- After the primary storm cleanup is over, facility services staff will continue to monitor and maintain the exterior stairs, curbs, etc.

Secondary Cleanup

- Snow and ice removal efforts will generally continue throughout the workday (6 a.m. to 3:30 p.m.) Monday through Friday.
- Routes should be regularly inspected to ensure satisfactory completion of snow and ice removal.
- On days following the storm, the pushing back of snow piles and widening of sidewalks to create additional snow storage will be performed.

Equipment Cleanup and Storage

- Salt spreaders should be emptied by their operators prior to being put away, regardless of the next anticipated use.
- Diesel-powered equipment should be stored in a heated facility.
- All equipment must be washed after the completion of all snow removal activities. The only exception would be the anticipated use of the equipment within the next 24 to 48 hours.
- Equipment cleanup should be assigned to grounds crew members based on workload.



Teachers and Educators Safety

General Safety

- Always follow district policy for handling combative students to avoid injury.
- Store sharp objects, such as pens, pencils, letter openers or scissors, in drawers or with the points down in a container.
- Carry pencils, scissors and other sharp objects with the points down.
- Do not jump from ramps, platforms, ladders or step stools.
- Do not run on stairs or take more than one step at a time.
- Use handrails when ascending or descending stairs.
- Obey all posted safety and danger signs.

Fall Prevention

- Never stand on tabletops, desktops or other furniture to reach high places.
- Use a ladder or step stool to retrieve or store items that are located to a ladder or talk to your maintenance/janitorial staff if you are unsure how to use it.
- Do not use ladders that have loose rungs, cracked or split side rails, missing rubber foot pads or are otherwise visibly damaged.
- Keep ladder rungs clean and free of grease and remove buildup of material, such as dirt or mud.
- When performing work from a ladder, face the ladder and do not lean backward or sideways from the ladder.
- Allow only one person on the ladder at a time.
- Do not stand on the top two rungs of any ladder.
- Do not stand on a ladder that wobbles or leans to the left or right.
- Do not try to "walk" a ladder by rocking it — climb down and move it.

Slip and Fall Prevention

Proper footwear is required.

- Tight-fitting with a closed heel are recommended. (No flip flops or other shoes without a heel strap).
- Flat, soft-sole shoes that provide maximum traction on all types of walking surfaces and in all types of weather are highly recommended.
- High heels and shoes with leather or other hard, smooth-surfaced soles that provide minimal heel-to-surface contact area are not recommended.
- During inclement weather, boots or other appropriate footwear should be worn to work and changed once you arrive and enter the building.

All walkways and aisles must be kept free of debris and other trip and fall hazards.

- Employees must be observant and always looking for slip, trip and fall hazards. If a hazard is noticed, it must be immediately cleaned up or removed.
- Never ignore or leave a hazard unattended.

Handling Supplies

- Do not block your view by carrying large or bulky items; use a dolly or hand truck or get assistance from a fellow employee.
- Cut away from your body when using knives or case cutters.
- Use proper tools when cutting paper or opening boxes.

Equipment Use

- Keep the paper cutter handle in the closed/locked position when it's not in use.
- Do not use paper-cutting devices if the finger guard is missing.
- Position hands and fingers onto the handle of the paper cutter before pressing down on the blade.
- Use a staple remover, not your fingers, for removing staples.
- Turn off and unplug office machines before adjusting, lubricating or cleaning them.
- Do not use fans that have excessive vibration, frayed cords or missing guards.
- Turn the power switch of the equipment to "off" when it is not being used.
- Open one file cabinet drawer at a time.
- Close drawers and doors immediately after use.
- Use the handle when closing doors, drawers and files.
- Put heavy files in the bottom drawers of file cabinets.
- Do not balance the chair you are sitting in on its two back legs.



Safety and Housekeeping Inspections

What would the world look like if we never used safety inspections on our buildings, bridges or airplanes? And what incidents and accidents have been averted because we have?

The objective of a safety and housekeeping inspection is to identify and correct unsafe conditions and work practices before an accident occurs. Inspections can also be an effective tool in evaluating other safety process components, such as adequate safety training, safety rule compliance and supervisor accountability. Since inspections are a preventive initiative, they can act to reduce upsets at operations, thereby increasing efficiency and productivity.

A well-run checklist inspection program can help launch a school's occupational safety and health process or strengthen an existing one. There are several ways to develop a program, but regardless of the method, it should be based on realistic expectations. In the first year of a program, it may not be possible to evaluate every aspect — start with those that present the greatest hazards, then phase in others.

A safety checklist program has three major features:

1. The Safety & Health coordinator who puts the program together and trains teachers and others to use the checklists.
2. Procedures for teacher training, checklist dissemination, follow-up and recordkeeping.
3. Trained teachers, safety committee members and other persons use the checklists regularly in career-technical classrooms, shops and labs.

When developing an inspection program, first identify specific needs. This can be done by analyzing and evaluating previous accidents to determine which kinds have occurred. Since most accidents are caused by unsafe work practices and conditions, it's important to include both of them on the list for evaluation. Many checklists have been developed for school district exposures and are available from Accident Fund or other resources.

One of the other benefits of conducting safety and housekeeping inspections is employee involvement in the process of hazard identification and corrective action. Accident Fund WorkSafe Consulting Services can also be utilized to assist school districts in evaluating workplace safety exposures.

Surveys and related services may not reveal every hazard, exposure and/or violation of safety practices, but the process will go a long way in preventing accidents. Checklists are used to serve as reminders for items to inspect, and as records of what has been inspected. They also help give the inspection direction and allow for immediate recording of all findings and recommendations.

As with accident investigation recommendations, safety and housekeeping findings should be documented and receive proper follow-up. In addition, completed reports should be reviewed by administration and/or the safety committee to ensure compliance.

Introducing any new program, no matter how useful, may place additional burdens on staff members. Demonstrating the benefits may help encourage the use of a checklist program.

- Use a phased-in approach to keep people from feeling overwhelmed.
- Distribute checklists piecemeal, perhaps as "the hazard of the week," or in batches during the course of the year. This is especially important for teachers with labs, shops or classrooms having multiple checklists.
- Emphasize that nobody is penalized for finding problems — this is a proactive way to maintain safety and health in the classroom, shop or lab.
- Stress that checklists are an easy way to determine compliance without having to locate and plow through regulations.
- Point out that similar regulations apply to the private sector and therefore can help teachers evaluate cooperative experiences.

Safety Resources and Tips

Accident Fund Training Resources

The following list is a sample of safety training topics available from your WorkSafe Consultant.

- Accident Investigation
- Back Safety
- Personal Protective Equipment
- Lockout/Tagout
- Hazard Communication
- Confined Space Entry
- Electrical Safety
- Hearing Conservation
- Machine Safeguarding
- Ergonomics
- Slip/Trip/Fall Prevention

General Safety Awareness

Slip, Trip and Fall Prevention

Outdoor Areas

- Surface finishes should be selected that will help prevent slips.
- Surfaces should be tested for slip resistance when wet.
- Rubber treads should be installed where necessary (such as on stairs and on ramps).
- Adequate handrails should be provided for all stairs of more than two steps and guardrails should be used where appropriate.
- Adequate lighting should be in place in all areas used by pedestrians.

Parking Lots/Sidewalks

- Ensure damaged pavement does not create hazards.
- Ensure potholes are repaired promptly.
- Ensure any potential obstructions are clearly marked.
- Clearly identify changes in elevation such as ramps and step-ups — paint with reflective paint if needed.
- Ensure doors are clearly marked as entrance or exit.
- Entrance mats must be used in areas of high traffic and where wet floors are prevalent.
- Entrance mats must be in good condition.
- Ensure any slippery areas are adequately identified and clearly marked.
- Ensure there is an ice and snow removal program in place, if applicable.
- Ensure an ice and snow removal program complies with any state, county or municipal ordinances.
- Maintain snow and ice removal logs — keep them accurate and up-to-date.



Sprinklers and Hoses

- Ensure that all plants and landscaping have adequate drainage away from sidewalks and parking areas.
- Clearly mark any sprinklers that could be tripped over by guests, visitors or employees.
- Don't stretch hoses across pedestrian walkways at any time.

Floors/Hallways

- Ensure hallways have slip-resistant floors, proper lighting and are kept free of water buildup.
- Floor finish and maintenance products, including slip-resistant finishes, strippers, degreasers and general cleaners, should be carefully selected.
- Proper time schedules for floor application products must be followed including following the correct time schedule for each component or process.
- Employees must be trained to clean as they work and to place barriers around spills.
- Cleaning operations should be performed during low-traffic times.
- Wet floor warning signs should be available and used as needed.
- Polishes or waxes that result in a shiny or glossy surface should be avoided.
- Do not drape electrical cords across floor traffic areas if possible.



- Lighting should be adequate in all hallways and corridors (no dim areas should exist).
- Torn or frayed carpets should be repaired or replaced.
- Temporary carpets, throw rugs or mats should lay flat and have no turned-up corners.

Stairs

- Step height and width should conform to applicable safety codes.
- Adequate lighting should be in place and functioning properly.
- Non-skid surfaces for steps should be selected and rubber treads installed where necessary.
- Handrails should be installed and maintained.
- Obstructions or storage of items on stairs should be prohibited.
- Ensure adequate contrast between leading edge of stairs and stair tread if they are difficult to see.

Pools & Recreational Areas (If applicable)

- If floor surface is carpet, no torn, frayed or loose edges should be apparent.
- Floor surface must be slip-resistant.
- Wet floor signs should be available and used as appropriate.
- Pool rules should include provisions for no running or horseplay, and indicate the floor of the pool/whirlpool spa area is wet. "Slippery When Wet" signs should be in place and conspicuous.
- Handrails on steps into the pool and whirlpool spa should be in place and secured properly.
- Lighting must be adequate in all pool and recreational areas.
- Lighting of areas with changes in elevation must be adequate — concentrate on light conditions in these areas when performing surveys.
- If patio furniture is available, it must be free of defects, its footing stable and no damage should make the chairs uneven.

Public Bathrooms

- Floor surfaces should be slip resistant and properly maintained.
- Adequate lighting should be installed.
- Periodic checks of the area should be made so wet floor conditions are identified quickly.
- Employees must be trained to clean as you go and to place barriers around spills.
- Cleaning operations should be performed during low traffic times.
- Wet floor warning signs should be available and used as needed.



Miscellaneous

- Daily upkeep and inspections of slip, trip and fall hazards should be performed and documented.
- The maintenance program that addresses the aforementioned hazards should be audited on a periodic basis and especially after any reported claims or accidents.
- Special considerations may be needed to accommodate elderly, handicapped/physically challenged and children.

Prompt elimination of the hazards is essential:

- Report the hazard.
- Remove the hazard.
- Clearly mark the hazard.
- Be proactive — have a commitment to deal with the issues.
- Foresee additional problems arising.
- Do not ignore a problem (it is not someone else's problem).
- Be prepared to fill out an accident investigation form, first report of injury, claim form, etc.
- Ensure all incidents occurring on your property are reported to your manager and/or the main office.

Slips, Trips and Fall Best Practices

- Keep everything in its proper place and put things away after use.
- Repair or report any floor problem — loose or missing tiles, warped wood planks, turned-up rug edges, etc.
- Keep walkways and aisles clear of obstacles.
- Keep drawers closed.
- Dispose of trash promptly and properly.
- Do not leave machines, tools or other materials on the floor.
- Block off and mark areas that are being cleaned or repaired.
- Clean up leaks and spills right away. Use warning devices for wet floors.
- Walk, do not run.
- Walk slowly with a sliding motion, on slippery or uneven surfaces.
- Beware of loose paint cuffs; you could trip over them.
- Do not carry a load you cannot see over, especially on stairs.
- Keep your hands at your sides for balance, and not in your pockets.
- Use the railing when climbing up or down stairs.
- When you sit in a chair, keep all four chair legs on the floor.
- Do not jump off platforms or loading docks.

Back Injury Prevention

Five Golden Rules of Lifting a Load

Stretch

- Test the load — this gives you the opportunity to test the weight of the object before the move begins.
- Plan the move — make sure you have a clear pathway before starting the task.
- Think of trash cans, chairs and other tripping hazards.
- Use a balanced stance.

Bend Your Knees

- A solid base of support reduces the likelihood of slipping and jerking movements.
- Your positioning creates stability.
- Keep the lower back in its natural arched position during the lift.

Arch Your Back

- Keeping your head and shoulders up is a good place to start.
- Bring the head and shoulders up as the lifting begins.
- Neutralize the lower back position.

Hug Your Work

- This positioning of the load reduces the amount of work required by your lower back.
- Tighten your stomach muscles as the lift begins.
- Lift the legs and stand in a smooth, even motion. This requires bending at the knees and hips before the lift begins.

Never Twist and Lift

- Move the feet (pivot) when changing directions.
- Position the feet in the direction of the transfer and pivot your body.

Stretching Tips

Professional athletes stretch before beginning an event — why?

- Stretching gets the body ready for movement.
- Daily activities (walking, bending, etc.) cause muscles to contract and shorten. If the muscles aren't stretched and lengthened, they remain short, inflexible and more prone to injury.
- When muscles are flexible you are better able to stretch them to their limits without injury.
- Don't bounce or treat your muscles like a rubber band — stretching is a slow, steady process.
- Stretching can be done anytime. It's best to stretch in the morning and before any activity, which requires muscle use.
- A daily stretching routine provides the greatest benefit — your flexibility will increase steadily with a regular program.
- Breathe slowly and rhythmically; exhale when bending to help relax the body.
- Stretch to a point of tension, which subsides after holding it. If the tension increases, you are overdoing it.
- Don't compare yourself to others. Some people are more flexible than others. Observe your own improvements.
- Hold the stretch in a comfortable position; do not push to the point of pain.



When performing any exercise follow these basic steps:

- Continue to breathe normally.
- Stretch only to a comfortable point.
- Stop if pain occurs.

Useful Back Exercises

Shoulder Circles

- Sit or stand and circle your shoulders backward in a wide arc.
- This exercise releases neck, shoulder and upper back tension.
- Repeat five to 10 times.

Back Bend

- Sit or stand and place your palms on your lower back.
- Lean the upper body back without overarching your neck; this stretch should be felt from the shoulders to the hips.
- Hold this position for five seconds and repeat three times.

Deep Squat

- Stand with your knees bent, feet shoulder-width apart, and heels flat on the floor.
- Squat as low as your muscles permit; feel the hip stretch.
- Hold this position for five seconds and repeat three times.

Neck Retraction

- Sit or stand and simply slide your chin straight back, keeping your head and ears level.
- This exercise realigns your cervical curve

Sidebends

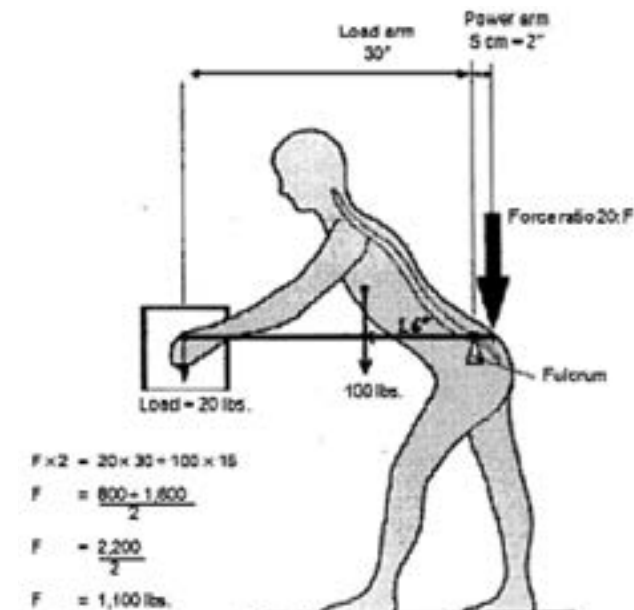
- Sit or stand with your hands clasped overhead.
- Stretch as far as you comfortably can to one side; this stretch should be felt from the shoulders to the waist.
- Hold this position for five seconds and repeat.

Elbow Pull

- Raise your right elbow chest high and with your left hand, pull your elbow across your chest.
- This exercise releases tension in your middle back.
- Also, try pressing both elbows backward, hold and release.

Lifting Posture

This diagram demonstrates the stress (torque) at the base of the spine when improperly carrying a load away from the body. One of the benefits of carrying a load close to the body is reducing the torque, thereby reducing exposure to back sprain and strain.





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