CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

INJURY AND ILLNESS PREVENTION PROGRAM

California School of the Arts - San Gabriel Valley (CSArts - SGV)
1401 Highland Ave.
Duarte, CA 91010

School District Name and Address

Gregory Endelman, Ed.D.
Chief Operations Officer
gregrory.endelman@ocsarts.net
(714) 560-0900 x6105

Name and Contact Information for Individual Completing this form

[1] This item is an activity that is required by Cal/OSHA for compliance with the IIPP standard.

ASSIGNMENT OF RESPONSIBILITY (Title 8 California Code of Regulations §3203(a)(1))

CSArts - SGV's lead Injury and Illness Prevention Program (IIPP) administrator is:

Nicole Read, Principal
1401 Highland Ave.
Duarte, CA 91010
(657) 321-4000 x60005

IIPP Administrator's Name, Job Title, and Contact Information (address, phone numbers)

CSArts - SGV's co-administrator for our IIPP is:

Leon Metoyer, Assistant Principal
1401 Highland Ave.
Duarte, CA 91010
(657) 321-4000 x60001

Co-Administrator's Name, Job Title, and Contact Information (address, phone numbers)

The responsibilities of our IIPP Administrator(s) include:

- ☒ Preparing and updating our school's IIPP
- ☒ Implementing the provisions in our IIPP
- ☒ Making sure each department has a copy of our IIPP
- ☒ Making sure hazards, injuries and accidents are routinely investigated
- ☒ Taking action to mitigate identified hazards
- ☒ Establishing a school wide Safety Committee
- ☒ Establishing procedures for employee reporting of workplace hazards, accidents, injuries and general safety concerns

The responsibilities of all school employees include:

- ☒ Reporting unsafe conditions, work practices or accidents to their supervisors immediately
- ☒ Following safe work practices
- ☒ Using appropriate personal protective equipment as instructed by their supervisors

☒ This IIPP applies to departments in our school.

HAZARD ASSESSMENT / INSPECTION (Title 8 CCR §3203(a)(4))

[1] This item is an activity that is required by Cal/OSHA for compliance with the IIPP standard.

Periodic inspections to identify and evaluate hazards in our school will be performed by one or more of the following checked individuals:

- ☒ Competent persons in areas where they are knowledgeable
- ☒ CSArts - SGV's IIPP Administrator(s)

Periodic inspections are <u>always</u> performed according to the following schedule:

- ☒ When we initially established our IIPP.[1]
- ☒ Whenever new substances, processes, procedures or equipment which present potential new hazards are introduced into our workplace.[1]
- ☒ Whenever new, previously unidentified hazards are recognized.[1]
- ☒ Whenever occupational injuries and illnesses occur.[1]
- ☒ Whenever workplace conditions warrant an inspection.[1]
- ☒ When we hire and/or reassign permanent or intermittent employees to processes, operations, or tasks for which a hazard evaluation has not been previously conducted.[1]

[1] This item is an activity that is required by Cal/OSHA for compliance with the IIPP standard.

ACCIDENT/EXPOSURE INVESTIGATIONS (Title 8 CCR §3203(a)(5))

Investigations of workplace accidents, hazardous substance exposures and near accidents will be conducted by:

School Supervisors

Name and Job Title

Our procedures for investigating workplace accidents and hazardous substance exposures include:

- ☒ Visiting the scene as soon as possible.[1]
- ☒ Interviewing injured employees and witnesses.[1]
- ☒ Determining the cause of the accident/exposure.[1]
- ☒ Examining the workplace and the incident for underlying causes associated with the accident/exposure.[1]
- ☒ Taking corrective action to prevent the accident/exposure from reoccurring.[1]
- ☐ Recording the findings and actions taken.

[1] This item is an activity that is required by Cal/OSHA for compliance with the IIPP standard.

HAZARD CORRECTION (Title 8 CCR §3203(a)(6))

Unsafe or unhealthy work conditions, practices or procedures will be corrected in a timely manner based on the severity of the hazards. Hazards will be corrected according to the following procedures:

☒ When observed or discovered;[1] and
☒ When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed employees from the area except those necessary to correct the existing condition. Employees who are required to correct the hazardous condition will be provided with the necessary protection and training.[1]

☒ We have a plan/policy (attached) for addressing the following hazards we have identified in our school (check all that apply and then attach your plans/policies):

- ☒ Asbestos Management Plan
- ☒ Blood Borne Pathogens
- ☒ Electrical Safety
- ☒ Emergency Action Plan
- ☒ Ergonomics
- ☒ Fall Prevention Program
- ☒ Fire Prevention and Protection
- ☒ Hand Tool and Power Tool Safety
- ☒ Hearing Conservation Program
- ☒ Ladder Safety
- ☒ Lead Management Plan
- ☒ Machine Guards
- ☒ Manual Lifting
- ☒ Motor Vehicle Safety
- ☒ Personal Protective Equipment
- ☒ Safety Lockout and Tagout Procedures
- ☒ Scissor Lifts and Man Lifts
- ☒ Tower Scaffolds and Rolling Scaffolds
- ☒ Workplace Security

[1] This item is an activity that is required by Cal/OSHA for compliance with the IIPP standard.

COMMUNICATION WITH EMPLOYEES ABOUT SAFETY (Title 8 CCR §3203(a)(3))

All supervisors are responsible for communicating with their employees about occupational safety and health in a form readily understandable by all employees. Our communication system encourages all employees to inform supervisors about workplace hazards without fear of reprisal.

Our communication system includes all of the following checked items:

A. ☒ New employee orientation including a discussion of safety and health policies and procedures.[1]
☒ Follow-through by supervisors to ensure effectiveness.[1]
☒ Worksite-specific health and safety training.[1]
☒ Regularly scheduled safety meetings.[1] Our safety meetings are held on the following schedule: Quarterly; August, November, February, May
☒ Effective communication of safety and health concerns between employees and supervisors.[1]
☒ Posted or distributed safety information.[1]
☒ A system for employees to anonymously inform administration about workplace hazards.[1] This system involves: The employee texting the Text a Tip Line. This may be submitted anonymously. Each anonymous text will be treated as a signed one; it will be thoroughly investigated. Our safety meetings are held more frequently as deemed necessary by the creation of hazards or occurrence of injuries and illnesses.

[1] This item is an activity that is required by Cal/OSHA for compliance with the IIPP standard.

TRAINING AND INSTRUCTION (Title 8 CCR §3203(a)(7))

All employees, including supervisors, will have training and instruction on general and job-specific safety and health practices. Training and instruction is provided according the following schedule:

☒ When our IIPP was first established.[1]
☒ To all new employees.[1]
☒ To all employees given new job assignments for which training has not previously provided.[1]
☒ Whenever new substances, processes, procedures, or equipment are introduced to the school and represent a new hazard.[1]
☒ Whenever anyone is made aware of a new or previously unrecognized hazard.[1]
☒ To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed.[1]
☒ To all employees about the hazards specific to each employee's job assignment.[1]

This training will include (but is not limited to):

- An explanation of our IIPP, emergency action plan, fire prevention plan, measures for reporting any unsafe conditions, work practices, injuries and any additional instructions that are needed.
- The availability of toilet, hand-washing, and drinking water facilities.
- Provisions for medical services and first aid, including emergency procedures.
- Proper housekeeping, such as keeping stairways and aisles clear, keeping work areas neat and orderly, and promptly cleaning up spills.
- Prohibiting horseplay, scuffling, or other acts that adversely influence safety.
- Proper storage to prevent:
    - Stacking goods in an unstable manner
    - Storing materials and goods against doors, exits, for extinguishing equipment and electrical panels.

Where applicable, our training may also include:

- The prevention of musculoskeletal disorders, including proper lifting techniques.
- The use of appropriate clothing, including gloves, footwear, and personal protective equipment.
- Information about chemical hazards to which employees could be exposed and other hazard communication program information.
- Proper food and beverage storage to prevent them from becoming contaminated.
- On any other topics listed in the **Hazard Correction** section of this plan

In addition, we provide specific instructions to all employees regarding hazards unique to their job assignment, to the extent that such information was not already covered in other trainings.

[1] This item is an activity that is required by Cal/OSHA for compliance with the IIPP standard.

EMPLOYEE COMPLIANCE WITH SAFETY PROCEDURES (Title 8 CCR §3203(a)(2))

Management is responsible for ensuring that all safety and health policies and procedures are clearly communicated and understood by all employees. Supervisors are expected to enforce the rules fairly and uniformly.

All school employees, including supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes all of the following checked practices:

- ☒ Informing employees of the provisions of our IIPP
- ☒ Evaluating the safety performance of all employees
- ☒ Providing training to employees whose safety performance is deficient
- ☒ Recognizing employees who perform safe and healthful work practices. This recognition is accomplished by: Individual recognition by school supervisors

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RECORDKEEPING AND DOCUMENTATION (Title 8 CCR 3203(b))

Although school districts are not required to keep records or documentation of the elements of an IIPP, except the written program itself, our school maintains the following records to help us more efficiently and effectively implement our IIPP (optional):

- ☐ Records of scheduled and periodic inspections (to identify unsafe conditions and work practices, including the names of the person(s) conducting the inspection, the unsafe conditions and the work practices that have been identified, as well as the action(s) taken to correct the identified unsafe conditions and work practices. These records are maintained for at least one (1) year.
- ☐ Documentation of our safety and health training.

The master copy of this IIPP can be found at: The Business Offices located at 1107 N Main Street, Santa Ana, CA 92701

Other copies of the IIPP can be found at: www.sgv.csarts.net under Policies and Payroll Forms

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CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

INJURY AND ILLNESS
PREVENTION PROGRAM
2017/2018

ATTACHMENTS

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

ACCIDENT & INCIDENT INVESTIGATION

POLICY STATEMENT
It is the policy of the School to maintain strict standards of loss control. It is the School's intention to minimize employee injuries and accidental loss.

INTRODUCTION
Supervisors will investigate accidents and incidents involving staff and subcontractors as applicable to determine the root cause of the accident and what corrective action can be taken to prevent reoccurrence.

REPORTING PHYSICAL INJURIES
All accidents and incidents regardless of type or severity shall be reported to supervisors immediately.

All employees must complete the School's *School Incident Report* and any other mandated reporting vehicles for **any** injury occurring on School property. Once a supervisor is aware of an injury on School property they must direct the employee to complete the necessary paperwork. At no time may a supervisor withhold or hinder the reporting of an accident. All accidental paperwork is to be sent to Human Resources and staff will report to Cal/OSHA as required. All injury or accident reporting documentation shall be retained for a minimum of 5 years.

Should an employee receive medical treatment, they may not return to work unless a signed physician's release is received. The Supervisor will make every attempt to assign work within the limitations specified by the treating physician.

All questions regarding worker's compensation laws, rules, and procedures should be directed to Human Resources.

Employees involved in a serious emergency or accident that is life threatening or requires more than routine first aid should call, or have someone call **911.** Be sure to dial "8" to get an outside line before dialing. All staff should be familiar with School personnel with valid CPR and first aid training. These staff members should be available for support during an emergency situation.

Have the following information available for the emergency operator:

- **Tell them the accident location**. The School address will come up on the operator's screen. Tell them the address you are calling from. Give them the specific location of the injured person on the site.

After the emergency call has been placed, attend to the injured staff member. Staff should ensure that there is no further chance of injury. Provide immediate first aid and call Reception to have a health clerk dispatched to your location. Clear and secure the area. Have a staff member available to wait for the emergency vehicle to take emergency personnel to the injured person and to keep the area clear for emergency personnel.

REPORTING NON PHYSICAL ACCIDENTS

School vehicles involved in an accident while being operated on the roadways must report the accident to the police department.

Any damage to School properties must be reported on the *School Incident Report* and submitted to the Principal.

All injury or accident reporting documentation shall be retained for a minimum of 5 years.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

ASBESTOS MANAGEMENT PLAN

California School of the Arts - San Gabriel Valley has worked diligently to identify, assess and remove asbestos materials in school buildings. In 1987, the Environmental Protection Agency, (EPA) published the Asbestos Hazard Emergency Response Act (AHERA). Because CSArts - SGV is committed to maintaining a safe school environment, we have complied strictly with the law. CSArts - SGV also developed a response plan for any asbestos identified.

A. INSPECTION

Asbestos is classified as friable or non-friable. Friable simply means that the material may release asbestos fibers into the air if it is disturbed. Crumbling insulation or old, sprayed ceilings that contain asbestos are examples of friable asbestos. Asbestos floor tile is an example of non- friable asbestos. There are four options provided by law for dealing with asbestos: removal, encapsulation (sealing), enclosure or maintenance in satisfactory condition until removal is scheduled.

For low hazard, non-friable asbestos, our response is to maintain the material in a non-friable state until it may be removed during a scheduled renovation or demolition project. Our primary guideline for selection of a proper response is the protection of human health and safety.

B. TRAINING

All maintenance and custodial staff who work in a building containing asbestos must receive two hours of specialized training in the recognition of and techniques of performing maintenance and custodial duties without disturbing asbestos containing materials. California Code of Regulations Title 8 Section 1529; training for employees performing Class IV operations are consistent with EPA requirements for training of local education agency maintenance and custodial staff as set forth at 40 CFR 763.92 (a) (1).

C. CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY PLAN

CSArts - SGV's Plan includes the following tasks and objectives:

1. Protect human health by exposure to air-borne asbestos fibers
2. Maintain, encapsulate or remove all asbestos
3. Inspect asbestos and make repairs as needed
4. Train maintenance and custodial staffs
5. Post warning labels on asbestos where disturbance may occur
6. Notify outside contractors of asbestos prior to any work

CSArts - SGV is required by law to inspect all asbestos every six months. Necessary repairs will be undertaken as identified.

CALIFORNIA SCHOOL OF THE ARTS
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BLOOD BORNE PATHOGENS

In the event of an injury resulting in the release of blood or other bodily fluids, which would contain pathogens (e.g. HIV) the first step is to ensure treatment for the injured party. Employees should ensure that the emergency procedures are followed in order to get medical assistance to the injured party. Following are guidelines that pertain to the clean-up of spills of blood or other body fluids. These guidelines are intended as specific procedures to cleanup any spill of blood or body fluid, not as an emergency first/aid procedure.

Spilled bodily fluids should NOT be cleaned up without using appropriate equipment and materials specifically designed and designated for the cleanup of such fluids. The following procedures must be used by all employees:

- Principal should be notified as soon as possible
- Protective gloves must be worn prior to any cleanup
- Spread the designated absorbent material on the spilled body fluids, e.g. paper towels or the material in the departmental spill kit
- Neutralize the potential pathogens with a10% bleach with water solution or the material in the departmental spill kit. Cover the spill for fifteen minutes.
- Using paper towel, pick up material – GLOVES MUST BE WORN THROUGHOUT THIS WHOLE PROCEDURE
- Place all potentially contaminated materials in a leak-proof plastic bag – double bag for an extra precaution
- Sweep and/or mop up any additional neutralized/absorbed fluids and place them in the leak proof bag
- Clean broom and/or mop materials with HOT soapy water
- Once the procedure is complete, the Principal must check that all steps were followed
- The above procedures must be followed by custodial staff when cleaning up spills in the restrooms
- Gloves must be worn at all times by the custodial staff when cleaning restrooms and other areas where there may be a bodily fluid spillage

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

1401 Highland Ave.
Duarte, CA 91010

CODE OF SAFE PRACTICES

It is CSArts - SGV's policy that everything possible will be done to protect employees, customers and visitors from injuries and illnesses. Safety is a cooperative undertaking requiring participation by every employee. Failure by any employee to comply with the safety rules will be grounds for corrective discipline up to and including termination. Supervisors shall insure that employees observe all applicable School and State safety rules and practices and take action as is necessary to insure total compliance.

To carry out this policy, employees shall:

1. Be aware of the potential hazards involving various chemicals stored or used in the workplace.

2. Cleaning supplies should be stored away from edible items on kitchen shelves.

3. Cleaning solvents and flammable liquids should be stored in appropriate containers.

4. Solutions that may be poisonous or not intended for consumption should be kept in well-labeled containers.

5. Report all unsafe conditions and equipment to your supervisor or Principal immediately.

6. When working with a VDT (Video Display Terminal), have all pieces of furniture adjusted, positioned and arranged to minimize strain on all parts of the body.

7. Never leave lower desk or cabinet drawers open that presents a tripping hazard. Use extreme care when opening and closing drawers to avoid pinching fingers.

8. Do not open more than one upper drawer at a time, particularly the top two drawers on tall filing cabinets.

9. Portable electric tools shall not be lifted or lowered by means of the power cord.

10. Report all injuries and illnesses to your supervisor or Principal immediately.

11. Being under the influence of any drugs or alcohol is prohibited.

12. Horseplay, scuffling, and any other acts which tend to have an adverse influence on the safety or wellbeing of the employees are prohibited.

13. Means of egress shall be kept un-locked and well lighted during normal work hours.

14. In the event of fire, sound the alarm, follow the company emergency action plan.

15. All work areas shall be maintained in a neat, orderly manner. Trash and refuse are to be disposed of in designated waste containers.

16. Upon hearing the fire alarm, stop work and proceed in an orderly manner to the nearest clear exit and gather at the prearranged designated location.

17. Never stack material precariously on top of lockers, file cabinets or other elevated locations.

18. Only trained and designated employees shall attempt to respond to a fire or other emergency.

19. All cords running into walk areas must be taped down or inserted through rubber protectors to preclude them from becoming tripping hazards.

20. Inspect motorized vehicles and other mechanized equipment daily or prior use.

21. All exit doors must comply with the fire safety regulations during normal business hours.

22. Shut off engine, set brakes and block wheels prior to leaving vehicle unattended.

23. Inspect pallets and their loads for integrity and stability before loading or moving.

24. Stairways shall be maintained free of any material that can be tripped over, and all areas under stairways that are egress routes shall not be used to store materials.

25. Do not use compressed air for cleaning clothing unless the pressure is less than 10 psi.

26. Employees shall not enter manholes, underground vaults, chambers, tanks, silos, or other similar places deemed to be “confined spaces” unless authorized to do so.

27. When carrying material, caution shall be exercised in watching for and avoiding obstructions, loose materials, etc.

28. Do not store compressed gas cylinders in areas that are exposed to heat sources, electric arcs or high temperature lines.

29. Appliances such as coffeepots and microwaves should be kept in working order and inspected for signs of wear, heat or fraying of cords.

30. Do not stack material in an unstable manner.

31. Report any exposed wiring and cords that are in disrepair or have deteriorated insulation so they can be repaired or replaced promptly.

32. Machinery shall not be serviced, repaired or adjusted while in operation, nor shall oiling of moving parts be attempted, except on equipment that is designed or fitted with safeguards to protect the person performing the work.

33. Identify contents of pipelines prior to initiating any work that affects the integrity of the pipe.

34. Never use a metal ladder where it could come in contact with energized parts of equipment, fixtures or circuit conductors.

35. Fans used in work areas should be guarded. Guards must not allow fingers to be inserted through the guard.

36. Files and supplies should be stored in such a manner as to preclude damage to the supplies or injury to personnel when they are moved. Heaviest items should be stored closest to the floor and lightweight items stored above.

37. Equipment such as scissors, staplers, etc., should be used for their intended purposes only and should not be misused as hammers, pry bars, screwdrivers, etc. Misuse can cause damage to the equipment and possible injury to the user.

38. All tools and equipment shall be maintained in good condition.

39. Materials and equipment will not be stored against doors or exits, fire ladders or fire extinguisher stations.

40. All designated aisles must be kept clear at all times.

41. Only appropriate tools shall be used for a specific task.

42. All spills shall be wiped up immediately.

43. Maintain sufficient access and working space around all electrical equipment to permit ready and safe operations and maintenance.

44. Do not use any portable electrical tools and equipment that are not grounded or double insulated.

45. Wear hearing protection in all areas identified as having high noise exposure.

46. Only authorized persons shall operate machinery or equipment.

47. Goggles or face shields must be worn when grinding.

48. Do not use any faulty or worn hand tools.

49. Always use the proper lifting technique. Never attempt to lift or push an object that is too heavy for one person to lift. Use the team concept to move heavy objects.

50. Guard all floor openings with a cover, guardrail, or equivalent.

51. Do not enter into a confined space unless tests for toxic substances, explosive concentrations and oxygen deficiency have been monitored.

52. Always keep flammable or toxic chemicals in closed containers when not in use.

53. Do not eat in areas where hazardous chemicals are present.

54. All electrical equipment should be plugged into appropriate wall receptacles or into an extension of only one cord of similar size and capacity. Three-pronged plugs should be used to ensure continuity of ground.

55. Loose or frayed clothing, long hair, dangling ties, finger rings shall not be worn around moving parts of machinery or other areas where they may become entangled in the moving parts.

I have read, understand, and agree to comply with all the elements in the School's Health and Safety Program.

_____
Print Name

_____
Signature

_____
Date

_____ _____
Witness Date

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

CONFINED SPACE ENTRY

A. Definitions

- **Acceptable Entry Conditions:** Conditions that must exist in a permit space to allow entry and to ensure that employees involved with a permit required space can safely enter into and work within the space.
- **Atmosphere:** Refers to the gases, vapors, mists, fumes and dusts within a confined space.
- **Attendant:** An individual who is stationed outside one or more permit spaces and who monitors the authorized entrants.
- **Entrant:** An individual who is trained and authorized to enter into confined spaces.
- **Confined Space:** A space that is large enough that an employee can bodily enter and perform assigned work; and has limited or restricted means for entry or exit (for example: tanks, vessels, silos, storage bins, hoppers, vaults and pits are spaces that may have limited means of entry and exit and; are not designed for continuous employee occupation).
- **Entry:** The action of a person passing through an opening into a confined space. Entry includes work activities within that space and is considered to have occurred as soon as any part of the entrant's body enters into the space.
- **Entry Permit:** A written document that is provided by CSArts - SGV to allow and control entry into a permit space.
- **Entry Supervisor:** The person (such as the employer, foreman, supervisor, crew-chief) responsible for determining if acceptable entry conditions are present where entry is planned, for authorizing entry, and overseeing entry operations, and for terminating entry operations. Note – an entry supervisor may also serve as an attendant or entrant so long as that person is trained and equipped to perform the task. Also the duties of entry supervisor may be passed from one individual to another as necessary, provided the other individual is full trained.
- **Permit Required Confined Space:** A permit-required confined space is a confined space that has one or more of the following characteristics:
    - Contains, or has the potential to contain, a hazardous atmosphere
    - Contains a material that has the potential for engulfing a person entering
    - Has a internal configuration such that an entrant could be trapped or asphyxiated by inwardly converging wall or by a floor that slopes downward and tapers to a smaller cross-section
    - Contains any other serious safety or health hazards that include but are not limited to, electrical malfunctions, poisonous insects, fall hazards, etc. Note: a permit-required confined space may be re-classified to a non-permit confined space on a case-by-case basis if all potential hazards have been abated

- **Rescue Service:** Personnel designated to rescue entrants from permit-confined spaces
- **Retrieval System:** equipment used for non-entry rescue of entrants from permit- confined spaces. Equipment includes such devices as retrieval lines, full body harnesses and mechanical winches, etc.
- **Testing:** The process by which the hazardous atmosphere that my confront entrants of a permit-confined space are identified and evaluated. Testing equipment must be approved for use in explosive and flammable conditions.

B. Requirement/Procedures

- An evaluation will be conducted on a confined space prior to anyone making entry into the space. The Principal along with the Departmental Supervisor will complete confined space evaluations to determine if the space will be a permit-required or non- permit required confined space. Consideration should be taken into account of how to get the entrant out of the space if an unexpected event arises, or if the entrant becomes incapacitated.
- All pumps, lines or any other devices that my convey any hazardous substances into a confined space must be disconnected, blinded or isolated by some means and remain "locked out " to assure that inadvertent opening or reconnecting will not occur.
- All devices producing mechanical or electrical energy that have the potential to inflict injury must be brought to a zero energy state and "locked out".
- All employees utilizing lockout/tagout must be trained in accordance with the School's Lockout/Tagout written program.
- All permit-required confined spaces shall be identified and labeled appropriately to discourage entry of unauthorized individuals. The Principal will be responsible for ensuring the proper labeling of such spaces. Labeling must include the wording: DANGER – PERMIT REQUIRED CONFINED SPACE – DO NOT ENTER.
- A list of all permit-required and non required confined spaces will be maintained by the Principal.
- Supervisors who authorize entry into confined spaces, employees who enter into the confined spaces and those who serve as attendants must have completed and passed Confined Space Operations Training.
- A confined space entry permit will be completed for any confined spaces that have been assessed and deemed permit-required confined spaces.
- Before an entrant enters a confined space, atmospheric monitoring will be required. Monitoring must be performed by personnel who have been trained in the use of gas-detecting instruments. The atmospheric reading will be done in the following order for:
    1. Oxygen content
    2. Flammable gasses and vapors
    3. Potential toxic air contaminants

  The atmospheric monitoring will continue during the entire duration of the confined space entry process.
- Prior to entering a confined space where concentrations are above the Permissible Exposure Level (PEL) the space will be flushed, emptied or purges so that the air concentration of the toxic substance is below the PEL.
- Permits expire when all entrants are out of the space and the entrance is closed, or at the end of the 8-hour shift, whichever is sooner. If the work exceeds the 8 hours shift, the entrants will leave the space and the space must again be evaluated and atmospheric tested.

- Permits will be posted at the entrance of the permit-required Confined Space for the entire time work is in progress. Upon conclusion of the work, the permit will be kept on file with the Principal.
- Any space that is found to be immediately dangerous to life and /or health will not be entered until the threat/condition has been eradicated. If for any reason, the condition develops while the entrant is in the space, the entrant will immediately leave the space, and the entry supervisor evaluate the space to determine the cause of the condition. The entrant will not be permitted to re-enter the space until the space is free of any hazardous atmosphere.
- **Rescue Procedures:** The only type of emergency rescue permitted for School employees are self-rescue and non-entry rescue. Self-rescue is when the entrant is able to exit the space without assistance from the attendant. Non-entry rescue involves the attendant assisting the entrant while still outside the confined space.
- **Body Harness/Retrieval Lines/Hoisting Devices:** These may be used to assist the attendant in performing a non-entry rescue. Such equipment would not contribute to a rescue where there are protrusions in the permit space that could snag the retrieval line or entrant. A winch must be used when the permit space is more than five feet deep.
- If an entrant is unable to self-rescue or non-entry rescue is not possible, emergency rescue (911) will be activated.

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

DISCIPLINE POLICY

The School's Discipline Policy is bound by the organizations Policies and Procedures in which the employee belongs.

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

Electrical Safety

ELECTRICAL HAZARDS

Electrical Fires

Electricity is the biggest single cause of industrial and construction fires. Most fires stem from improper installation of electrical equipment and poor electrical maintenance. Many potential electrical hazards are unseen.

Electrical Shock

The severity of the electrical shock accident will be related to the voltage conducted through the victim and whether electricity passes through the heart and out to the ground. This type of accident will cause fibrillation of the heart. Fatalities are not uncommon.

Spotting Electrical Hazards

Know what constitutes an electrical hazard and where in the work area these hazards are likely to exist.

- Ungrounded tools and equipment
- Wiring, electrical plugs, and extension cords
- High-voltage equipment
- Switches
- Static electricity
- Fuses and circuit breakers

Preventing Electrical Accidents

- Never let yourself be part of the circuit between one wire and another, or between one wire and ground.
- Maintain full, appropriate protection. Ground faults can cause accidents.
- Ground fault interrupters are one form of protection designed to limit electric shock to a current and length of time that will not produce serious injury.

First Aid to Electric Shock Victims

- Mouth-to-mouth resuscitation, CPR by a trained staff member
- Call 911

Assured Grounding

It is the policy of the School to use Ground Fault Circuit Interrupters (GFCI) for all electrically powered tools and equipment.

Flammable or combustible liquids may be transferred from a drum to an approved container by gravity through an approved self-closing valve or approved pump. Containers must be electrically grounded to each other.

GFCI must be used with all tools and equipment. The CFCI device acts as a circuit breaker for the neutral side of the circuit and adds further protection from shock. Check equipment before and after each use for damaged or frayed cords or plugs with missing grounds. Portable electric tools must be double insulated.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

EMERGENCY FIRST-AID ACTION

SECTION I: INTRODUCTION

A sudden illness or physical injury can strike anyone at anytime. Medical authorities state that some 10,000 victims per year die or suffer disabling effects from the lack of proper care immediately after an accident, disaster or the start of an illness. In a major disaster, telephone lines to emergency services may be overloaded or damaged. This section offers directions for initiating basic emergency medical services.

When a person stops breathing, death may occur within 4 to 6 minutes. When a person is bleeding badly, they may die within about fifteen (15) minutes unless the bleeding is stopped. Remember, in an emergency, seconds and minutes can make the difference between life and death. Decisive, quick, and proper action can save a fellow employees life.

In an accident occurring on the School's premises, whereby it is determined that it is in the best interest of the victim to be transported to the nearest medical facility, it will become the responsibility of the person making such a judgment to notify the medical facility that the victim is in transit to their facility.

When calling for help:

- If an injured employee is in distress, but is breathing, telephone for help at once
- If the employee is not breathing, help first and telephone later, or get someone else to make the call

What to say:

- Give the telephone number from which you are calling
- Give the School's name and address and any special description of how to get to the victim
- Describe the victim's condition as best as you can (i.e. "burn," "bleeding," broken bones")
- Give your name
- **DO NOT HANG UP!** Let the emergency person end the conversation. They may have questions to ask you or special information to give you about what you can do until help arrives.

NOTE: There will be a "Red Cross or equivalent" first-aid trained person among our employees who are working at any given time.

SECTION II: CHOKING

Anything stuck in the throat blocking the air passage can stop breathing and cause unconsciousness and death within 4 to 6 minutes.

Do not interfere with a choking victim who can speak, cough, or breath. However, if the choking continues without lessening, seek medical help. If the victim cannot speak, cough, or breathe, immediately have someone call for emergency medical help while you take the following actions:

1. For a conscious victim:

    - Stand just behind and to the side of the victim who can be standing or sitting. Support the victim with one hand on the chest. The victim's head should be lowered. Give 4 sharp blows between the shoulder blades. If unsuccessful:

    - Stand behind the victim, who can be standing or sitting, wrap around their middle just above the navel. Clasp your hands together in a doubled fist and press in and up in quick thrusts. Repeat several times. If still unsuccessful, repeat 1 & 2 until victim is no longer choking or becomes unconscious.

2. For an unconscious victim:

    - Place the victim on the floor or ground and give rescue breathing. If the victim does not start breathing, and it appears that your air is not going into the victim's lungs:

    - Roll the victim onto their side, facing you, with the victim's chest against your knee and give 4 sharp blows between the shoulder blades. If the victim still does not start breathing:

    - Roll the victim onto their back and give one or more manual thrusts. To give the thrusts, place one of your hands on top of the other with the heel of the bottom hand in the middle of the abdomen, slightly above the navel and below the rib cage. Press the victim's abdomen with a quick upward thrust. Do not press to either side. Repeat 4 times if needed.

    - Clear the airway: Hold the victim's mouth open with one hand using your thumb to depress the tongue. Make a hook with the pointer finger of your other hand, and in a gentle sweeping motion reach into the victim's throat and feel for a swallowed foreign object, which may be blocking the air passage. Repeat 1 through 4 until successful.

SECTION III: BREATHING

Breathing is the most critical thing we must do to stay alive. A primary cause of death is the lack of air. Be careful approaching an unconscious person, they could be in contact with electrical current. If that is the case, turn off the electricity before you touch the victim. There are hundreds of other possible causes of unconsciousness, but the first thing you must check for is breathing:

1. Try to awaken the person. Shake the victim's shoulder vigorously. Shout, "Are you all right?"
2. If there is no response, check for signs of breathing.

SECTION IV: ELECTRICAL SHOCK

Normal electrical current can be deadly, and it is all around us.

1. Do not touch a person who has been in contact with electrical current until you are certain that the electricity has been turned off. Shut off the power at the plug, circuit breaker, or fuse box.

2. If the victim is in contact with a wire, where the power cannot be shut-off, use a dry stick to remove it.

3. Check for breathing, if the victim's breathing is weak or has stopped, give rescue breathing immediately.

4. Call for emergency help, and while you wait for help to arrive, keep the victim warm.

SECTION V: HEART ATTACK

Heart attack is the number one killer of adults over the age of 35. Many heart attack victims die needlessly, because they do not get help in time. Warning signs include:

1. Severe squeezing pains in the chest

2. Pain that radiates from the chest into the arm, neck or jaw

3. Sweating and weakness, nausea or vomiting

4. Pain that extends across the shoulders to the back

If the victim is experiencing any of these sensations, take no chances, call for emergency help at once. Two critical life-threatening things happen to the victim of a heart attack:

1. Breathing slows down or stops

2. The heart slows down or stops pumping blood

If the victim is not breathing, give rescue breathing immediately, and have someone call for emergency help.

SECTION VI: SEIZURE

A seizure is an alarming sight. A person's limbs jerk violently, eyes may roll upward, and breathing may become heavy with dribbling or frothing at the mouth. Breathing may stop in some seizures. The victim may bite their tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth.

During the seizure:

1. There is little you can do to stop the seizure
2. Call for help
3. Let the seizure run its course
4. Help the victim to lie down flat and keep from falling
5. Loosen any restrictive clothing
6. Use no force and do not try to restrain a seizure victim

After the seizure check to see if the victim is breathing. If not, give rescue breathing at once. Check to see if the victim is wearing a **Medic Alert Bracelet,** it describes emergency medical requirements. Check to see if the victim has any burns around the mouth. This would indicate poison ingestion.

The victim of a seizure or convulsion may be conscious, but confused and not talkative when the intense movement stops. Stay with the victim. Be certain that breathing continues. Then, when the victim seems able to move, get medical attention.

SECTION VII: POISONING

At work, as well as at home and most everywhere, people are in contact with poisons. **Material Safety Data Sheets (MSDS's)** are to be maintained on all chemicals used. They will contain the instructions on what actions are to be taken. Many poisonous products are not listed such as some paints; paint thinner, glues, gas and other petroleum products.

If there is a reason to believe a victim has been accidentally poisoned:

Take the following actions:

1. **Call the Poison Control Center: 213-484-5151.**
2. If transportation to a medical facility is necessary, be sure to take the suspected item and container with you.
3. If the victim is unconscious, make sure the victim is breathing. If not, tilt the head back and perform mouth-to-mouth breathing. Do not give the victim anything by mouth. Do not attempt to stimulate the victim. Call the paramedics immediately.

4. If the victim is vomiting, roll them on the left side so that the victim will not choke on what is brought up.

5. Be prepared. Determine and verify the Poison Control Center telephone number and refer to the Company Emergency Action Telephone List.

SECTION VIII: DRUG OVERDOSE

A drug overdose is a poisoning. Alcohol is as much a poison as stimulants, tranquilizers, narcotics, hallucinogens or inhalants. Don't take drunkenness lightly. Alcohol in combination with certain other drugs can be deadly.

1. Call for emergency help at once.

2. Check the victim's breathing and pulse. If breathing has stopped or is very weak, give rescue breathing.

   CAUTION: Victims being revived of alcohol poisoning can be violent. Be careful, they can harm themselves and or others.

3. While waiting for help:

   - Watch the victim's breathing
   - Cover the person with a blanket, for warmth
   - Do not throw water on the victim's face
   - Do not give liquor or a stimulant to the victim

SECTION IX: BURNS

Burns in this section will be divided into three classes:

1. **MINOR BURNS** – caused by fire, covering only a small area of the body. These burns can be treated with cold water for 20 to 30 minutes to relieve swelling and pain. Do not use grease of any kind. Grease traps heat and continue the burning process.

2. **SERIOUS BURNS** – require prompt professional care. Call for help immediately.

   - Wrap the victim with a serious burn caused by fire, in a clean sheet or towel that has been moistened at a warm temperature.
   - Do not attempt to clean the burns or remove the clothing or other particles attached to the burned area. Keep the victim lying down, calm and reassured.

3. **CHEMICAL BURNS** – Wash with large amounts of cool running water. Get the victim under a cool shower if possible. Remove all chemical soaked clothing immediately. Avoid contact with the soaked clothing. Continue water flushing for at least 10 minutes. If emergency medical attention is not on site by this time, wrap the victim in a clean sheet; keep the victim calm and reassured.

SECTION X: BLEEDING

The best way to control bleeding is with direct pressure over the site of the wound:

1. Use a pad of sterile gauze from the emergency first aid kit.

2. A sanitary napkin, a clean handkerchief, or even your bare hand, if necessary, will do.

3. Apply firm steady direct pressure from 5 to 15 minutes. If bleeding is from a foot, leg or arm, use gravity to help slow the flow of blood. Elevate the limb so that it is higher than the victim's heart.

SECTION XI: HEAD INJURIES

If there is bleeding from the ear, it usually means that there is a skull fracture.

1. Special care must be taken to stop any scalp bleeding when there is suspected skull fractures. Bleeding from the scalp can be very heavy even when the injury is not too serious.

2. Don't press too hard. Be extremely careful when applying pressure over the wound so that bone chips from a possible fracture will not be pressed into the brain.

3. Always suspect a neck injury when there is a serious head injury. Immobilize the head and neck.

4. Call for emergency help. Let a professional medical person clean the wound and stitch it if necessary.

5. Do not give alcohol or other drugs. They may mask important symptoms.

SECTION XII: INTERNAL BLEEDING

Warning signs: Coughing or vomiting of blood or "coffee ground" materials. These symptoms require immediate medical attention.

1. Have the victim lie flat and breathe deeply.

2. Do not let the victim take any medication or fluid by mouth until seen by a doctor who permits it.

3. Obtain emergency medical help immediately.

SECTION XIII: BROKEN BONES

Broken bones usually do not kill. Do not move the victim unless the victim is in immediate danger of further injury. Broken bones usually are a result of a severe blow requiring medical assistance or other means. Check for breathing, if necessary, give rescue breathing; bleeding, apply direct pressure over the site if necessary; shock, keep the victim calm and warm.

1. Call for emergency help.

2. Do not try to push broken bones back into place if it is sticking out of the skin. Apply a moist dressing to prevent drying.

3. Do not try to straighten out a fracture. Let a doctor or trained person do that.

4. Do not permit the victim to walk about.

5. Splint unstable fractures to prevent painful motion.

SECTION XIV: SMOKE INHALATION

If trapped in a smoke-filled room or space, stay low, and crawl if necessary to the nearest exit. Cover your nose and mouth with a damp cloth, if possible.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

EMPLOYEE SAFETY TRAINING

GENERAL

Personal training in job responsibilities and job operations, proper methods and techniques to be used, and the hazards associated with the function or systems are the most important elements in achieving safe operations. Supervisors will be responsible to assure all newly assigned individuals receive adequate training in their job titles and descriptions before beginning work.

Supervisors will be responsible for new employee training. This training may consist of, but not be limited to:

- School Code of Safe Practices
- Personal Protective Equipment
- Equipment used on the job
- Procedures for reporting fires, emergencies, all injuries and accidents
- Specific hazards associated with the job
- General hazards encountered in the work area and how to recognize them
- Treatment of first aid of minor injuries

Specialized training may be required from time to time for special areas of operations and to meet specific requirements of unique tasks.

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GENERAL ERGONOMICS

Employees exposed to potential ergonomic or repetitive motion hazards are required to comply with the following safe work practices:

- Any employee who experiences any ergonomic injury including a strain, sprain or back injury or any prolonged discomfort in hands, wrists or arms, or frequent or severe visual strain must notify his/her supervisor or the administrator.
- For seated work stations, chair height should permit hand and eye work in a comfortable position.
- Work surface and chair should allow adequate clearance to allow leg movement and changing of position now and then.

Computer Work Stations:

Listed below are guidelines to be used while working at your computer workstation:

- When seated at your workstation, chair height should be adjusted so that both feet can be placed firmly on a support surface (i.e. the floor or a footrest).

- Adjust seat backs of chair to provide firm support for the lower back. A lumbar cushion may be needed if the chair provides insufficient support.

- Adjust work surface height and chair seat height to prevent constant leaning and bending when performing tasks.

- Adjust furniture to allow adequate space and comfortable support for knees and hips to be bent at approximately 90 degrees with arms at your side and wrists straight towards the keyboard.

- Use an adjustable document holder and assure proper document placement, angle and height to avoid both eyestrain and uncomfortable head and neck position.

- Position the monitor screen so that the entire primary viewing area is between 0 and 60 degrees below eye level.

- Place keyboard on a stable, level surface.

- Use a padded wrist, free of sharp edges, to maintain a straight line and neutral position of the hands and wrist while using the keyboard.

- Use a light touch; do not pound on the keyboard.

- Use arm rests if necessary for comfort during computer operations.

- Shoulders should be relaxed. Armrests should not interfere with the ability to relax the shoulders or operate the keyboard with hands, wrists, forearms in a straight line and approximately parallel with the floor.

- Adjust lighting for visual comfort and avoid glare on the monitor screen.

- Minimize glare on screens by shielding from windows, adjusting overhead lighting if necessary, or fitting the monitor screen with an anti-glare device.

- Keep the monitor screen clean and free from perceptible “flicker”.

- If possible, perform alternative work for five minutes during, or immediately after each one-hour period of repetitive computer work.

- Ensure that the workstation is set-up with enough room to accommodate all the required computer station components, including document holder and other task-dependent items.

- If required to use the telephone constantly, request and use a headset that does not restrict your to one spot, but allows movement.

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FALL PREVENTION

All work surfaces that employees will be putting their entire weight must be first determined to have the strength and structural integrity to be able to support the weight of the employee safely.

Leading Edges
Each employee constructing a leading edge 6 feet or more above the lower levels will be protected from falling by some type of safety system as required in the California Code of Regulations, Title 8 1670.

Hoist Areas
If a safety system has been removed to facilitate the hoisting operation and an employee must lean through the access opening or out over the edge of the access opening, that employee will be protected from fall hazards by some type of safety system

Ramps, Runways, and Other Walkways
Each employee on ramps, runways, and other walkways will be protected from falling 6 feet or more to lower levels by some type of safety system.

Dangerous Equipment
Each employee less than 6 feet above dangerous equipment will be protected from falling into or onto the dangerous equipment or from fall hazards by some type of safety system.

Wall Openings
All employees working on, at, above, or near wall openings (including those with chutes attached) where the outside bottom edge of the wall opening is 6 feet or more above lower levels and the inside bottom edge of the wall opening is less than 39 inches above the walking/working surface, will be protected from falling by use of a safety system.

Walking/Working Surface Not Otherwise Addressed
Each employee on a walking/working surface 6 feet or more above lower levels will be protected from falling by use of a safety system.

Guardrail Systems

- Top edge height of top rails, or equivalent guardrail system members will be 42 to 45 inches above the walking/working level.
- Midrails, screens, mesh; intermediate vertical members or equivalent intermediate structural members will be installed between the top edge of the guardrail system and the walking/working surface when there is not wall or parapet wall at least 21 inches high.
- Screens and mesh, when used, will extend from the top rail to the walking/working level and along the entire opening between top rail supports.
- Intermediate members (such as balusters), when used between posts, will be not more than 19 inches apart.

- Other structural members (such as additional midrails and architectural panels) will be installed such that there are not openings in the guardrail system that are more than 19 inches wide.
- Guardrail systems will be capable of withstanding, without failure, a force of at least 200 pounds applied within 2 inches of the top edge, in any outward or downward direction, at any point along the top edge.
- When the 200 pound load is applied in a downward direction, the top edge of the guardrail will not deflect to a height less than 39 inches above the walking/working level.
- Midrails, screens, mesh, intermediate vertical members, solid panels, and equivalent structural members will be capable of withstanding, without failure, a force of at least 150 pounds applied in any downward or outward direction at any point along the midrail or other member.
- Guardrail systems will be so surfaced as to prevent injury to an employee from punctures and to prevent snagging of clothing.
- The ends of all top rails and midrails will not overhang the terminal posts, except where such overhang does not constitute a projection hazard.
- Steel banding and plastic banding will not be used as top rails or midrails.
- Top rails and midrails will be at least one-quarter inch nominal diameter or thickness to prevent cuts and lacerations. If wire rope is used for top rails, it will be flagged at not more than 6 foot intervals with high visibility material.
- When guardrail systems are used at hoisting areas, a chain, gate or removable guardrail section will be placed across the access opening between guardrail sections when hoisting operations are not taking place.
- When guardrail systems are used at holes, they will be erected on all unprotected side or edges of the hole.
- When guardrail systems are used around holes for the passage of materials, the hole will have not more than two sides provided with removable guardrail sections to allow the passage of materials. When the hole is not in use, it will be closed over with a secure cover or a guardrail system along all unprotected sides or edges.
- When guardrail systems are used around holes, which are used as points of access (such as ladder ways), they will be provided with a gate, or be so offset that a person cannot walk directly into the hole.
- Guardrail systems used on ramps and runways will be erected along each unprotected side or edge.

Personal Fall Arrest Systems

- Connectors will be drop forged, pressed or formed steel, or made of equivalent materials.
- Connectors will have a corrosion-resistant finish, and all surfaces and edges will be smooth to prevent damage to interfacing parts of the system.
- Dee-rings and snap hooks will have a minimum tensile strength of 5,000 pounds.
- Dee-rings and snap hooks will be proof-tested to a minimum tensile load of 3,600 pounds without cracking, breaking, or taking permanent deformation.
- On suspended scaffolds or similar work platforms with horizontal lifelines, which may become vertical lifelines, the devices used to connect to a horizontal lifeline will be capable of locking in both directions of the lifeline.

- Horizontal lifelines will be designed, installed and used, under the supervision of a qualified person, as part of a complete personal fall arrest system, which maintains a safety factor of at least two.
- Lanyards and vertical lifelines will have a minimum breaking strength of 5,000 pounds.
- Self-retracting lifelines and lanyards which automatically limit free fall distance to 2 feet or less will be capable of sustaining a minimum tensile load of 3,000 pounds applied to the device with a lifeline or lanyard in the fully extended position.
- Ropes and straps (webbing) used in lanyards, lifelines and strength components of full body harnesses will be made from synthetic fibers.
- Anchorages used for attachment of personal fall arrest equipment will be independent of any anchorage being used to support or suspend platforms and capable of supporting at least 5,000 pounds per employee attached.
- Full body harnesses and components will be used only for employee protection and not to hoist materials.
- Personal fall arrest systems will be inspected prior to each use for wear, damage, and other deterioration and defective components will be removed from service.

Positioning Device Systems

- Positioning devices will be rigged such that an employee cannot fall more than 2 feet.
- Positioning devices will be secured to an anchorage capable of supporting at least twice the potential impact load of an employee's fall or 3,000 pounds, whichever is greater.
- Connectors will be drop forged, pressed steel, or made of equivalent materials.
- Connectors will have a corrosion-resistant finish and all surfaces and edges will be smooth to prevent damage to interfacing parts of this system.
- Connecting assemblies will have a minimum tensile strength of 5,000 pounds.
- Dee-rings and snap hooks will be proof-tested to a minimum tensile load of 3,600 pounds without cracking, breaking, or taking permanent deformation.
- Positioning device systems will be inspected prior to each use for wear, damage, and other deterioration and defective components will be removed from service.
- Full body harness and components will be used only for employee protection and not to hoist materials.

CALIFORNIA SCHOOL OF THE ARTS
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FIRE PREVENTION AND PROTECTION

The threat of fire is ever present and care must be exercised to minimize the risk.

1. Always obey “No Smoking” restrictions

2. Fire Extinguishers: Only CLASS A/B/C/K Fire Extinguishers shall be used. These extinguishers must meet the following requirements:

a. Be kept fully charged and in their designated places

b. At least two extinguishers should be readily available. Rule of thumb is to have a fire extinguisher every 75 feet.

c. Not be obstructed or obscured from view

d. To be mounted in accordance with applicable fire codes between 3–5 feet from the floor (to the top of the extinguisher)

e. Be inspected a least monthly to ensure they are in their designated places, have not been tampered with or actuated, and have no other impairments. The affixed tag must be punched to document the inspection.

f. Be examined at least yearly by a state licensed company and/or technician, and/or recharged or repaired to ensure operability and safety. At tag must be attached to show the maintenance or recharge date and signature or initials of the person performing the service.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

Industrial Truck Safety

CSArts - SGV will ensure that each operator is competent to operate a powered industrial truck safely.

The School's training shall consist of a combination of formal instruction (e.g., lecture, discussion, interactive hands on learning, video tape, written material and examination), practical training (demonstrations performed by a trainer and practical exercises performed by the trainee), and evaluation of the operator's performance in the workplace.

Truck-related training topics include:

- Operating instructions, warnings, and precautions for the type of truck the operator will be authorized to operate
- Differences between the truck and automobiles
- Truck controls and instrumentation, where they are located, what they do, and how they work.
- Engine or motor operation
- Steering and maneuvering
- Visibility (including restrictions due to loading)
- Fork and attachment adaptation, operation, and use limitations
- Vehicle capacity and stability
- Vehicle inspection and maintenance that the operator will be required to perform
- Refueling and/or changing batteries
- Operating limitations
- Other operating instructions, warnings, or precautions listed in the operator's manual for the types of vehicles that the employee is being trained to operate

Workplace-related training topics include:

- Surface conditions where the vehicle will be operated
- Composition of loads to be carried and load capacity
- Load manipulation, stacking, and unstacking
- Pedestrian traffic in areas where the vehicle will be operated
- Narrow aisles and other restricted places where the vehicle will be operated
- Hazardous (classified) locations where the vehicle will be operated
- Ramps and other sloped surfaces that could affect the vehicle's stability
- Closed environments and other areas where insufficient ventilation or poor vehicle maintenance could cause a build-up of carbon monoxide or diesel exhaust
- Other unique or potentially hazardous environmental conditions in the workplace that could affect safe operations
- Elevating employees with forklift trucks

Refresher training will be conducted every three years.

Industrial Truck Operating Rules

- Only drivers authorized by CSArts - SGV shall be permitted to operate such vehicles
- Stunt driving and horseplay are prohibited
- No riders shall be permitted on vehicles unless provided with adequate riding facilities
- Employees shall not ride on the forks of the lift truck
- Employees shall not place any part of their bodies outside the running lines of an industrial truck or between mast uprights or other parts of the truck where shear or crushing hazards exist
- Employees shall not be allowed to stand, pass, or work under the elevated portion of any industrial truck, loaded or empty, unless it is effectively blocked to prevent it from falling
- Drivers shall check the vehicle at least once per shift, and if it is found to be unsafe, the matter shall be reported immediately to a foreman or mechanic, and the vehicle shall not be put into service again until it has been made safe. Attention shall be given to the proper functioning of tires, horn, lights, battery, controller, brakes, steering mechanism, and the lift system of the fork lifts (forks, chains, cable, and limit switches).
- No truck shall be operated with a leak in the fuel system
- Vehicles shall not exceed the authorized or safe speed, always maintaining a safe distance from the other vehicles, keeping the truck under positive control at all times and all established traffic regulations should be observed. For trucks traveling in the same direction, a safe distance may be considered to be approximately 3 truck lengths or preferably a time lapse – 3 seconds – passing the same point.
- Other trucks traveling the same direction shall not be passed at intersections, blind spots, or dangerous locations
- The operator shall slow down and sound the horn at cross aisles and other locations where vision is obstructed. If the load being carried obstructs forward view, the driver shall be required to travel with the load trailing.
- Operators shall look I the direction of travel and shall not move a vehicle until certain that all persons are in the clear
- Trucks shall not be driven up to anyone standing in front of a bench or other fixed object of such size that the person could be caught between the truck and the object.
- Grades shall be ascended or descended slowly. When ascending or descending grades in excess of 10 percent, loaded trucks shall be driven with the load upgrade. On all grades the load and load engaging means shall be tilted back if applicable, and raised only as far as necessary to clear the road surface. Motorized hand and hand/rider trucks shall be operated on all grades with the load engaging means downgrade.
- The forks shall always be carried as low as possible, consistent with safe operations
- When leaving the vehicle unattended the power shall be shut off, brakes set, mast brought to the vertical position, and the forks left in the down position. When a truck is left on an incline, the wheels shall be blocked. The power may remain on provided the brakes are set, the mast is brought to the vertical position, forks are left in the down position, and the wheels shall be blocked front and rear.
- When the operator of an industrial truck is dismounted and within 25 feet of the truck still in his view, the load engaging means shall be fully lowered, controls neutralized, and the brakes set to prevent movement

- Vehicles shall not be run onto any elevator unless the driver is specifically authorized to do so. Before entering an elevator, the driver shall make sure that the capacity of the elevator will not be exceeded. Once on an elevator, the power shall be shut off and the brakes set.
- Motorized hand trucks shall enter elevators or other confined areas with the load end forward
- Vehicles shall not be operated on floors, sidewalk doors, or platforms that will not safely support the loaded vehicle
- Prior to driving onto trucks, trailers, and railroad cars, their flooring shall be checked for breaks and other structural weaknesses
- Vehicles shall not be driven in and out of highway trucks and trailers at unloading docks until such trucks are securely blocked and brake set
- The width of one tire on the power industrial truck shall be the minimum distance maintained from the edge by the truck while it is on any elevated dock, platform, freight car or truck
- Railroad tracks shall be crossed diagonally whenever possible. Parking closer than 8.5 feet from the centerline of the railroad track is prohibited.
- Trucks shall not be loaded in excess of their rated capacity
- A loaded vehicle shall not be moved until the load is safe and secure
- Extreme care shall be taken when tilting loads. Tilting forward with the load capacity engaging means elevated shall be prohibited except when picking up a load. Elevated loads shall not be tilted forward except when the load is being deposited onto a storage rack or equivalent. When stacking or tiering, backward tilt shall be limited to that necessary to stabilize the load.
- The load-engaging device shall be placed in such a manner that the load will be securely held or supported
- Special precautions shall be taken in the securing and handling of loads by trucks equipped with attachments, and during the operation of these trucks after the loads have been removed
- When powered industrial trucks are used to open and close doors, a device specifically designed for opening or closing doors shall be attached to the truck. The force applied by the device to the door shall be applied parallel to the direction of travel of the doors. The entire door opening operation shall be in full view of the operator. The truck operator and other employees shall be clear of the area where the door might fall while being opened.
- Whenever a powered industrial truck is used to elevate employees, the lift must be equipped with a “safe” platform. The platform must be at least 24” x 24” square with adequate top railing 42” to 45” and a mid-rail enclosing the platform. The platform must be securely attached to the forks and/or mast. The platform must have a slip-resistant floor and cannot have spaces or holes between the floor sections larger than 1 inch in size. The side of the platform resting against the forklift mast must be equipped with a substantial covering such as laminated plastic or steel mesh, so that the employee cannot reach into the operation of the lifting mechanism. This covering or guard must extend from the floor of the platform to a minimum of 7 feet above the worker’s feet.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

HAND TOOL SAFETY

INTRODUCTION

The School has established the following guidelines for using hand tools:

- Use of striking tools without eye protection may result in loss of eyes
- Use of a screwdriver with a loose handle may cause the hand to slip and cause puncture wounds.
- Use of a dull knife may result in severed fingers, tendons, or arteries
- Use of an incorrect hammer may result in broken bones if fingers or hands are struck
- Use of an undersized wrench may result in contusions
- Any type of cut done by a tool must be cleaned immediately in order to avoid infections

Basic Rules for Hand Tool Safety

- Know your tool – read the operator's manual
- Learn and follow the proper technique for use
- Keep the work area clean
- Select the right tool for the job – never use an undersized tool
- Ground all tools – unless they are double insulated
- Keep the tools in good condition
- Keep guards in place and in safe operating condition
- Avoid dangerous environments (dark or wet locations)
- Suspend power cords and hoses over aisles where they won't pose a tripping hazard. Don't hang cords or hoses over nails, bolts, or sharp edges. Keep cords or hoses away from oils, chemicals, or hot surfaces.
- Don't overreach – keep the proper footing and balance
- Disconnect tools when not in use
- Remove adjusting keys and wrenches before turning tool on
- Avoid accidental starting – don't carry plugged in tool with finger on switch
- Use clamps or a vise grip – do not use your hands to secure your work
- Do not attempt to repair electrical power tools
- Keep tools in a safe place

Maintenance and Repair

- It is the employee's responsibility to use the right tool for the job, to use it correctly, to check its condition before use, and to return it to the right spot.
- It is the supervisor's responsibility to periodically inspect tools, housekeeping, and tool maintenance.
- Regular maintenance procedures include tempering, safe-ending, dressing, and checking handles.

Carrying Tools

- Before climbing be sure your tools are properly secured
- Chisels, screwdrivers, or pointed tools should never be carried in pockets
- When handing a tool to another employee always offer the handle of the tool first

Portable Power Tools

Safety Hazards posed by Portable Power Tools:

- Portable power tools are difficult to guard completely
- There is added hazard due to the tool's mobility of coming in contact with a worker's body
- If a tool has been dropped or mishandled there is the possibility of breakage or damage
- The source of the power (electrical, hydraulic, etc.) may come in close contact with the operator

Burns, cuts, electric shock, particles in the eyes, tripping over cords and hoses are various types of hazards hand tools may pose.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

HAZARD COMMUNICATION PROGRAM

The Hazard Communication Regulation is intended to ensure that both employers and employees are aware of the dangers of hazardous substances in the workplace. The following information is a review of our Hazard Communication program, and includes the specific requirements required by California Code of Regulations, Title 8, Section 5194.

Container Labeling

It is the policy of the School is that no container of hazardous substances will be permitted in the workplace unless labeled with the following information:

- The container is clearly labeled with the name of the product
- Appropriate hazard warnings are noted
- The name and address of the manufacturer are listed

Hazardous substances may be transferred from their original container into another container (such as a spray bottle, pan, etc.). This other container is known as a secondary container. Secondary containers will be labeled with the following information:

- The container is clearly labeled with the name of the product
- Appropriate hazard warnings are noted

It is the responsibility of each employee to ensure that any secondary container they are using is properly labeled with either a copy of the original manufacturer's label or with a generic label. If the container is not properly labeled, make a label with the required information. Secondary containers that will be filled for only one period need not be labeled.

Material Safety Data Sheets (MSDS)

Copies of MSDS for all hazardous substances used by the School are kept in a binder, in alphabetical order by product name.

CALIFORNIA SCHOOL OF THE ARTS
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HEARING CONSERVATION PROGRAM

California Code of Regulations, Title 8 Section 5097 requires that each employer implement a hearing conservation program when workers are exposed to noise levels exceeding 85 dBA. This policy provides an effective requirement for a hearing conservation program for the School. This procedure applies to all School employees affected.

The School will provide and require workers hearing protectors if their 8 hour TWA is above 90 dBA. The School will also make hearing protectors available to all employees exposed to a WA above 85 dBA. Any employee who may have a significant threshold shift of hearing will be required to wear hearing protectors if they are exposed to a TWA of 85 dBA. Supervisors will:

- Require earplugs in all areas or for tasks with noise levels at or above 90 dBA
- Evaluate the need for engineering, and/or administrative controls to reduce noise levels below 90 dBA and, where feasible.

There are many types of work that generally produce noise levels that intermittently or for short durations exceed the permissible TWA. It is the policy of the School to require all workers who are engaged in the following jobs to wear hearing protectors:

- Working near or adjacent to pneumatic tools such as chippers, hammers, grinders, etc.
- Metal saw cutting use
- Prolonged metal hammering, cutting, drilling, or forming
- Working near or adjacent to compressors

CALIFORNIA SCHOOL OF THE ARTS
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JOB SAFETY ANALYSIS

A. Job Safety Analysis (JSA)

Job Safety Analysis (JSA) is an important accident prevention toll that works by identifying hazards and eliminating them before the job is performed. The JSA can be used for:

1. Clarifying job procedures
2. As a guide in new employee safety orientation training, periodic and refresher training for experienced workers; as a refresher for infrequently run jobs
3. As an accident investigation tool
4. For informing employees about specific job hazards and protective measures

Priorities for developing JSA's should be for:

1. Jobs that have produced many injuries
2. Jobs that result in many accidents
3. Jobs with a high potential for serious accidents
4. New jobs or operations that have not been performed before

B. Instructions

Listed below are instructions for the three parts of Job Hazard Analysis:

1. Sequence of Basic Job Steps:

- Break the job down into basic steps. Each step should accomplish some major task.
- The task will consist of a set of movements. Look at the first set of movements used to perform a task, i.e. the job might be to move a box from the receiving area to the classroom. How does that break down into job steps? Picking the box up is one set of movements, taking the box to the classroom is another set movements.
- Be sure to list all the steps in the job. Some steps may not be performed each time, such as shrink-wrapping a pallet load when shipping. However, the shrink-wrapping is part of the overall job and should be listed and analyzed as well.

2. Potential Hazards/Accidents:

- Identify the hazards associated with each of the steps listed. Examine each step to find and identify hazards, actions, conditions and accident possibility.
- Look at the entire work environment and try to identify every conceivable hazard that exists, i.e. watching for forklift traffic when shrink-wrapping
- List all potential health hazards as well, i.e. the harmful effect of inhaling glue for a long period of time

- List all potential hazards that may contribute to an accident, incident, and/or injury or illness. It is important to distinguish between a hazard, an accident and an injury because each of these terms has a specific meaning:

    - Hazard – a potential danger. *Oil on the floor is a hazard.*
    - Accident – an unintended event that my result in injury, property loss or damage. *Slipping on the oil on the floor is an accident.*
    - Injury – the result of the accident. *A sprained back from the fall as a result of the slipping on the oil.*

- It may be easier to identify potential accidents first, and then work backwards to identify the potential hazards. If this is the technique used, focus needs to be put on the hazard in order to develop the recommended safe job procedures.

3. Controls/Recommended Safe Job Controls and Procedures

- Using the first two sets of instructions as a guide, decide what safe job procedures are necessary to eliminate or minimize the hazards that could lead to an accident, injury or illness. Some actions that can be taken to ensure safe procedures include but are not limited to:

    - Engineering the hazard out of the job
    - Rotating workers to reduce exposure times
    - Providing Personal Protective Equipment (PPE)
    - Providing job instructions training
    - Maintaining good housekeeping
    - Implementing good ergonomics (position the worker in relationship to the machine or other elements in the environment in such a way to eliminate stresses and strains)

a. List all recommended safe operating procedures on the form, also list required or recommended PPE for each step of the job.
b. Be specific. Say exactly what needs to be done to correct the hazard, such as “lift using your let muscles. Avoid general statements such as “be careful”.
c. Provide a recommended safe action or procedure for every hazard listed. If the hazard is a serious one, it should be corrected immediately.
d. The JSA should always be changed and/or updated to reflect any new conditions or changes in the job.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

LADDER SAFETY

Safe Practices

The School recognizes that a ladder is a simple tool. There are 300 deaths and about 65,000 disabling injuries each year with ladders. These incidents are due to improper use and a lack of respect for the potential hazards.

Safe Work Practices

- Select the proper ladder for the job
- Inspect the ladder for defects
- Set up for optimum stability
- Work safely from the ladder
- Only climb fixed ladders
- Ladders should be properly maintained and stored
- Never attempt to move the ladder while on it
- Never put a ladder on top of boxes or boards to achieve additional height
- Do not use ladders on scaffolding
- Never lean an extension ladder against an unsecured foundation
- Do not leave a placed ladder unattended
- Do not use ladders in strong winds except in an emergency, and then only when they are securely tied
- Never use a defective ladder. Tag it to be repaired or destroyed.
- Don't splice short ladders together, they will not be strong enough
- Never use a ladder in a horizontal position as a runway or scaffold
- Keep ladder clean and free from dirt and grease, which might conceal defects

Selecting a Ladder

- Determine how much weight will be applied
- Determine the length of ladder required
- Determine the safest positioning of the ladder

Recognizing Potential Hazards

- Are there electrical hazards?
- Is the area where the ladder will be placed congested?
- Is the surface where the ladder will be placed uneven?
- Are there any overhead obstructions?

Weight Capacity of the Ladders

Exceeding the weight capacity of the ladder can cause structural damage to the ladder and injury to the employee. Before selecting a ladder, add the total amount of weight that will be applied to the ladder. The total weight should be computed by adding the employee's weight, the protective equipment's weight, the tool belt's weight, and any supplies or other tool's weight.

Ladder Inspection

Ladder inspection should include:

- Are the steps firmly anchored to the side rails?
- Is all the hardware secured?
- Are there any loose or missing hinges?
- Are there any broken parts protruding from the ladder that could cause injury?
- Are the side rails free of cracks?
- Do the locks secure the base and fly sections of an extension ladder properly?
- Are the ropes for raising the fly section in good condition?

Before setting up the ladder

- Block off the area around the ladder to prevent people or machinery from bumping the ladder
- Block off and lock any doors that may impact the ladder upon opening
- Place a sign when working near a blind corner to alert any approaching foot traffic
- Make sure the surface where the ladder is to be placed is free from any oil, grease or substance that may cause slipping
- Wear safety shoes with cleaned non-slip soles
- Hard hats should be worn by climbers and spotters

Ladder Set up

- Use the four-to-one ratio: Place the ladder so its feet are one foot away from what it leans against for every four fee in height to the point where the ladder rests
- Never place a ladder in front of a doorway unless the door is locked
- Place a portable ladder so that both side rails have secure footing. Provide sold footing on soft ground to prevent the ladder from sinking
- Place the ladder's feet on a substantial and level base, not on moveable objects
- When you use a ladder for access to high places, securely lash or otherwise fasten the ladder to prevent it's slipping
- Extend the ladder's side rails at least three feet above the top landing

Ascending/Descending the Ladder

- Hold on with both hands when ascending and descending. If material must be handled, raise or lower it with a rope.
- Always face the ladder when ascending and descending.
- Never slide down a ladder
- Be sure that your shoes are not greasy, muddy, or slippery before you climb
- Do not climb higher than the third rung from the top on straight or extension ladders, or the second tread from the top of stepladders.

Electrical Hazards

- **METAL LADDERS ARE ELECTRICAL CONDUCTORS.** Never use a metal ladder around electrical circuits or in places where they may come in contact with such circuits
- Metal ladders should be marked with signs or decals reading: **"CAUTION: DO NOT USE NEAR ELECTRICAL EQUIPMENT".**

Maintenance and Storage

- Extension ladders should be hung horizontally and supported every six feet
- All ladders should be stored in a well-ventilated area away from extreme heat or cold
- Do not store items on top of a ladder or block access to a ladder
- Clean and lubricate the ladder's moving parts and keep the rungs and steps free of oil and dirt
- Wood ladders can be treated with a protective coating but must not be painted. The paint will cover up defects

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

LEAD MANAGEMENT PLAN

The California School of the Arts - San Gabriel Valley recognizes that maintenance of a safe, clean and healthful environment for students and staff is essential to learning. The intent of this program is to provide guidance for compliance with Cal/OSHA's regulations and requirements while reducing occupational and environmental exposure to lead during maintenance, demolition and construction work. It is the goal of CSArts - SGV to provide the safest and lowest risk approach to control lead problems while protecting students, staff, the environment and school properties.

California school districts are subject to three main sets of regulation involving lead hazards. Title 17, California Code of Regulations, Division 1, Chapter 8 (35001-36100) covers Accreditation, certification and Work Practice for lead-Based Paint and Lead Hazard, California Lad in Construction Standards, Title 8, California Code of Regulation, Division 1, Chapter 8 (35001-36001) and Lead Safe-Schools Protection Act, California Education Code 32240-32245.

A. PROCEDURES:

1. **Major Construction or Modernization Projects:**

In the event that CSArts - SGV is planning any major construction or modernization of any buildings, the School will:

- Begin by determining whether lead is present on the job prior to the selection of employees or an outside contractor to do the required work.
- If lead is present, ensure that the workers or outside contractor firm being used had had adequate training depending upon the nature of the work to be done.
- CSArts - SGV will review the Cal/OSHA list of trigger tasks to determine whether workers are liable to be exposed above the Permissible Exposure Limits (PEL). Trigger tasks include manual and power sanding, scraping, demolition and abrasive sandblasting.
- Lead-safe precautions must be put in place in accordance with the tasks the workers would be required to do and in accordance with Cal/OSHA requirements.
- In the event that the job is contracted out, CSArts - SGV will ensure that all of the requirements are included in the scope of work and written contract.
- CSArts - SGV will ensure that only appropriately trained employees and their supervisors are used to perform the required and the exposure levels will exceed the Cal/OSHA PEL of 50 milligrams of lead per cubic meter of air.
- CSArts - SGV will ensure that a state-certified supervisor will be used on all projects with significant lead exposures over the PEL.

2. **Air Sampling**
   - Air sampling will be conducted for measurement of airborne lead levels for each type of task where workers are potentially exposed to lead dust or fumes where the workers are performing trigger tasks as defined by Cal/ASHA and the concentration of lead on the surface coating to be disturbed is over 0.06%.
   - Employees will be informed of the results of the air sampling within five days of the results being received.

- Air sampling will be repeated whenever there is a significant change in the tasks, environmental conditions, control measure, personnel surfaces or percentage of lead which may result in higher exposures.

3. **Safe Work Practices**
   - Airborne dust will be reduced as much as feasible by using appropriate equipment, such as HEPA vacuum attachments on tools, mechanical ventilation and/or safer work practices, i.e. "working wet" (misting surfaces with water before scraping, brushing, or cleaning), cleaning up thoroughly.
   - Work areas are to be kept as free as possible from lead contamination through regular wet cleaning.
   - A HEPA vacuum should be used to collect lead dust.
   - Shoveling, dry seeping and brushing, and the use of compressed air are prohibited for gathering lead dust.
   - Dry cleaning, such as dry sanding and abrasive blasting, should be avoided.
   - All surfaces in the work area and PPE that needs to be decontaminated for reuse should be washed with a trisodium phosphate solution.
   - Sponges, mops and other cleaning items, including disposable PPE are to be collected in plastic bags that can be sealed.
   - If the construction waste has been characterized as hazardous, then the items must be disposed of as hazardous waste.
   - Contamination outside of the work area must be avoided by using a containment system, process or barrier such as a plastic sheeting to keep lead hazards inside a defined space area.
   - Signs must be posted restricting access to any work areas where employees are exposed to lead above the Cal/OSHA PEL.
   - Windows should be opened to increase fresh air supply and the workers should work upwind from dust and fume sources whenever possible.
   - Work site must be inspected regularly by the supervisor where lead related work is being conducted to assure compliance with OSHA regulations.

4. **Regulated Area**
   - Signs must be posted containing the following words to establish a regulated area for every job which results in personal Exposures at or above the lead PEL or anytime an exposure assessment has not been conducted for the work practice or materials involved:

     WARNING – LEAD WORK AREA
     POISON – NO EATING, DRINKING OR SMOKING
   - These signs will be posted at each entrance to the regulated area.
   - Warning signs must be kept clean and illuminated as needed to make them readily visible.
   - Personal protective equipment is required for entry into a regulated work area.

5. **Protecting the Workers**
   - Eating drinking, using tobacco or applying cosmetics is strictly forbidden in lead work areas.
   - "Wash-up" facilities will be supplied for workers, including soap and clean towels. Workers are required to wash before breaks and at the end of shifts.

- Workers will be provided with protective clothing (either disposable or laundered), including head covers and gloves and work shoes until a negative exposure assessment has been established for the work site. This protective clothing must be changed before leafing and not be worn off the job site.
- Safety glasses or goggles must be worn if particulate or debris presents an eye hazard.
- Respirators will be selected and used based on the task to be performed and the levels of exposure.
- Respirators must be approved for protection against lead dust, fumes and mists.
- If workers are performing trigger tasks, respirators must be worn until air samples are below the PEL.
- All employees required to use respirators will be sent for testing, thoroughly trained in respirator use and care and storage of equipment, and subject to annual fit-testing.
- Job and personnel rotation can be used to reduce exposure to individuals involved in lead related work. If these administrative controls are implemented, the duration of exposures and exposure levels must be documented for each worker.

6. **Personal Exposure Assessment**
   - A determination of employee lead exposure levels must be made for each work practice involving materials that contain lead in excess of the detection limit for the analytical method.
   - Personal exposure air samples shall be collected for the full duration of each mob involving: manual demolition, scraping, or sanding; heat gun applications; use of power tools; abrasive blasting; or welding, cutting our torch burning on materials that contain lead.
   - Application of leaded mortar also requires personal exposure monitoring.
   - Until an exposure assessment has been performed, protective clothing and respirators must be worn and regulated work areas established for lead related work.
   - Employees will be notified of exposure monitoring results as soon as possible, but no later than dive days after the information is received.

7. **Medical Monitoring**
   - Initial medical monitoring for blood lead and zinc protoporphyrin levels will be provided if employee exposure exceeds the Cal/OSHA action level.
   - Medical surveillance identifies blood lead levels in excess of 50 mg/dl and a medical determination indicates and increased risk of health impairment due to lead exposure, affected employees shall be temporarily removed from the lead related work activity.
   - All medical records will be maintained by CSArts - SGV for a minimum of 30 years.

8. **Training**
   - California Department of Health Services (DOHS) Certification – DOHS Certification as a lead abatement worker is required when personal exposure exceeds the Cal/OSHA PEL or when activities in public buildings may result in a significant exposure to adults or children. Disturbance of any material containing lead equal to or in excess of 0.5% lead or more.
   - Cal/OSHA Hazard Communication Training – Employees who work around and contact leaded materials will be trained in: lead hazard recognition; the health hazards of lead exposure; ways to minimize exposure; the meaning of exposure control signs; and, use of material safety data sheets.

- Cal/OSHA Lead Standard Training – Employees who are subject to lead exposure at or above the action level on any day or who are subject to lead exposure that may cause skin or eye irritation will be trained in:
    - The content of 8 CCR 1532.1
    - The nature of specific operations which could result in exposure to lead above the action level
    - The purpose, selection, fitting and use of personal protective equipment including respirators
    - The purpose and requirements of the medical monitoring and medical removal programs
    - Contents of the CSUB lead compliance plan including exposure control methods
    - Hazard communication training

9. **<u>Waste Management</u>**
    - All construction debris suspected of containing lead must be analyzed to determine how the waste must be managed.
    - Materials which have a total threshold limit concentration of lead below 1000 parts per million may be discarded as non-hazardous.
    - Materials containing equal to or greater than 1000 ppm lead must be sampled for additional analysis to characterize the waste as hazardous or non-hazardous.
    - Contact the School's Principal during the planning phase of each project to arrange for waste characterization.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

MACHINE GUARDS

General Safety

Any part of a machine that moves presents a hazard. Guarding eliminates or controls this danger.

The Most Dangerous Machine Motions

- Rotating
- Reciprocating and transverse motions
- In-running nip points
- Cutting actions
- Punching, shearing, and bending

No guard, barrier, or enclosure shall be adjusted or removed for any reason by anyone unless that person has specific permission and has been trained to do the job.

Before safeguards or other guarding devices are removed so that repairs or adjustments can be made or equipment can be serviced the power for the equipment must be turned off and the main switch locked out and tagged.

No machine should be started unless the guards are in place and in good condition.

Defective or missing guards should be reported to your supervisor immediately.

Employees shall not work on or around mechanical equipment while wearing neckties, loose clothing, watches, rings, or other jewelry.

CALIFORNIA SCHOOL OF THE ARTS
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MANUAL LIFTING

Many material handling operations are performed manually. Accidents are usually caused by unsafe work habits such as improper lifting, carrying loads that are too heavy, improper holding, or failure to wear gloves or other personal protective equipment.

Basic rules for manual lifting include:

1. Establishing a mental plan for lifting, transporting and lowering the load.

2. Ensuring a clear line of vision. Obstructed vision can lead to a serious accident.

3. Assuring a firm footing with feet close to the load and a firm grip.

4. Facing the direction of travel when lifting the load.

5. Lifting with the legs and keeping the back straight with the object close.

6. Obtaining assistance when lifting heavy, bulky or awkward loads. Get one, two or more helpers (one on each corner) if the item is very awkward or bulky. If this is not sufficient, use a lifting device such as a crane, hoist or hand truck "dolly," for heavy loads.

7. Avoid twisting when carrying a load. Turn the body with a change of foot position.
    - Tuck your pelvis
    - Bend at the knees
    - Hug the load
    - Avoid twisting
    - Ask for help
    - Use mechanical assistance

CALIFORNIA SCHOOL OF THE ARTS
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MOTOR VEHICLE SAFETY

INTRODUCTION

The operation of vehicles is indispensable in conducting School business. The way in which each vehicle is handled will directly affect the loss picture of the entire School. Fleet losses are potentially one of the most costly types of losses that an operation can occur.

The types of exposure that involve the fleet program include: property damage, bodily injury, fatalities, liability suits, and worker's compensation cases.

The success and the safety of our employees depend on the mutual cooperation of each employee who has been entrusted with the responsibility of driving a School vehicle or in their own vehicle while conducting School business.

It is the responsibility of the driver to check the fluid levels and maintain the cleanliness of the vehicle they are assigned. Appropriate auto records must be maintained and emergency reporting paperwork kept in the glove box. All Maintenance & Operations vehicles must have a fire extinguisher.

SAFETY TIPS

- Cell phone use is prohibited while operating a school vehicle
- Approach intersections at a controlled speed that is reasonable for the conditions
- Be prepared to come to a stop upon entering the intersection
- Avoid entering the intersection on the amber light
- Avoid passing at the intersection
- Be sure drivers on opposing lanes are stopping at the light
- When pulling from a parked condition look in the front and rear before pulling into traffic
- Always signal your intent of movement
- Drive with exceptional care and low speeds on school grounds. Never back the vehicle up without a spotter present

Vehicle Inspection

The vehicle operator shall inspect their vehicle on a daily basis before and after operation. Each operator is responsible for the safe condition of their equipment. Any vehicle having steering or brake problems is not to be operated until a qualified mechanic has made repairs. Any other unsafe conditions are to be reported to the operator's supervisor as soon as possible.

Vehicle Operation

All School vehicles, whether owned, rented, or leased by the School, are to be operated in a safe manner at all times. Drivers must adhere to all applicable laws. The driver is totally responsible for the safe operation of the vehicle. Drivers must report any and all vehicle accidents or damage no matter how minor to their supervisor immediately. The basic defensive driving practice is to plan ahead and do everything that can be reasonably be done to prevent accidents. This is to include the use of **seat belts.** The following guidelines will also be followed:

- Drivers must possess a valid California Driver's License in order to operate any School vehicle or their own personal vehicle on School business. The duties of drivers will be reviewed to see if they will involve the operation of vehicles that require a special license. The employee's supervisor or personnel staff will note the requirement at the time of hire.
- Drivers should be physically and mentally capable of driving the vehicle he or she is assigned to drive, whether the vehicle be a car, van, or truck.

Special Note:

Police shall be called to investigate all School vehicle accidents. It is incumbent upon the supervisor to insure that all facts are obtained with respect to the driver. **Under no circumstances** should any employee make any statement relative to liability or draw any conclusions as to the facts asserted at the scene of the accident.

The occurrence of a vehicle accident may or may not be the fault of the employee. Therefore, it is imperative that the cause of the accident and corrective action taken by the employee's immediate superior be taken.

Was the accident Preventable? Did our driver:

- take every reasonable precaution to avoid the vehicle accident?
- approach an intersection at a controlled speed that was reasonable for the conditions?
- prepare to stop before entering an intersection regardless of right of way?
- avoid entering an intersection on the amber signal?
- avoid overtaking or passing at the intersection?
- approach a blind corner slowly with their foot on the brake?
- make certain all other drivers were stopping for a traffic light or stop sign?
- signal his/her change in direction well in advance?
- allow oncoming traffic to clear before making a left turn?
- turn from the proper lane?
- look to the front and rear for approaching traffic immediately before pulling out?
- look back, rather than depend on the rear view mirrors?
- signal before pulling away from the curb?
- start out only when an action would not require traffic to change its speed or direction in order to avoid our vehicle?
- continue to glance back while pulling out?
- adjust speed to the conditions of the road, visibility, and traffic?
- maintain a safe following distance for conditions?
- drop back from a vehicle pulling out in front and re-establish the proper following distance?

- approach the green traffic light cautiously, expecting the driver ahead to stop suddenly on a signal change?
- look ahead of the vehicle in front for possible emergencies?
- park too close to a vehicle or obstacle ahead that backing up was necessary when leaving a parking space?
- drive unnecessarily down a narrow street, dead-end, alley, or driveway from which backing up resulted?
- get someone to guide him while backing up?
- walk around the vehicle before getting in?
- back up immediately after walking around his vehicle?
- look to the rear without depending on the rear view mirror?
- back up slowly?
- travel at a speed safe for the conditions of the weather and road?
- keep a safe following distance?
- alert for loose gravel, sand, ruts, etc.?
- proceed through congested traffic anticipating that pedestrians might step in front of the vehicle?
- keep as much clearance between our vehicle and parked cars as conditions permitted?
- interpret the pedestrian's next action or intention?
- check the location of pedestrian's before starting at a green signal?
- give all pedestrians the right of way?
- refrain from passing a stopped school bus?
- account for all children before starting out?
- alert for signs of children who might run into the path (balls rolling into street, etc.)?
- properly signal his/her intention to stop?
- avoid coming to a sudden stop?
- parked on the proper side of the road?

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

NEW EMPLOYEE ORIENTATION

1. All new employees shall receive new employee orientation.

2. The Supervisor will administer the new employee orientation.

3. Each new employee shall be assigned an Employee Classification (Warehouseperson, secretary, carpenter, custodian, etc.)

4. The new employee's supervisor will explain the safety criteria for each individual job.

5. New employees shall receive the School's Code of Safe Practices.

6. A signed copy of the new employee's orientation form will be maintained in the employee's personnel file.

CALIFORNIA SCHOOL OF THE ARTS
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Cal/OSHA REPORTS AND POSTING REQUIREMENTS

Every employer, with few exceptions, must keep occupational injury and illness records for their employees. The recordkeeping forms are available in the booklet entitled the "Recordkeeping Requirements Under the Occupational Safety and Health Act", published by California State Occupational Safety & Health Administration. **California School of the Arts - San Gabriel Valley** is classified as one of California's employers who must comply with this requirement.

SPECIAL OSHA REQUIREMENTS

The State Occupational Safety and Health Act prescribes the following mandatory requirements:

The Log of Work-Related Injuries and Illnesses (Cal-OSHA Form 300) is used to classify work-related injuries and illnesses and to note the extent and severity of each case. When an accident occurs, use the Log to record specific details about what happened and how it happened. The Summary, a separate form (Cal-OSHA 300A) shows the totals for the year in each category. In February 1 through April 30, post the Summary for the previous calendar year in a visible location so that the employees are aware of the injuries and illnesses occurring in the workplace.

The School will maintain a Log. The cases listed on the Log of Work- Related Injuries and Illnesses are not necessarily eligible for workers compensation or other insurance benefits. Listing a case on the Log does not mean that the company or any worker was at fault or that a Cal/OSHA standard was violated.

Work-related Injury or Illness: An injury or illness is considered work-related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a perplexing condition. Work-relatedness is presumed for injuries and illnesses resulting from events or exposures occurring in the workplace, unless an exception specifically applies.

The work environment includes the establishment and other locations where one or more employees are working or are present as a condition of their employment.

Work-related injuries and illnesses that need recording: The School will record those work-related injuries and illnesses that result in:

- Death
- Loss of consciousness
- Days away from work; restricted work activity or job transfer;
- Medical treatment beyond first aid
- The company will also record any work-related injury or illness that is significant

The School will record any significant work-related injury or illness that is diagnosed by a physician or other licensed health care professional. This includes any work-related case involving cancer, chronic irreversible disease, a fractured or cracked bone, or a punctured eardrum.

The School will record the following conditions when they are work-related:

- Any needle stick injury or cut from a sharp object that is contaminated with another person's blood or other potentially infectious material
- Any case requiring an employee to be medically removed under the requirements of a Cal/OSHA health standard

The School recognizes that medical treatment includes the managing and caring for a patient for the purpose of combating disease or disorder. The following are not considered medical treatments and are NOT recordable:

- Visits to a doctor or health care professional solely for observation or counseling
- Diagnostic procedures, including administering prescription medications that are used solely for diagnostic purposes
- Any procedure that can be labeled first aid

The School recognizes if the incident requires the following types of treatment, it is considered first aid. We will not record any case if it involves only:

- Using non-prescription medications at non-prescription strength
- Administering tetanus immunizations
- Cleaning, flushing, or soaking wounds on the skin surface
- Using wound coverings, such as bandages, band-aids, gauze pads, etc., or using steri-strips or butterfly bandages
- Using hot or cold therapy
- Using any totally non-rigid means of support such as elastic bandages, wraps, non-rigid back belts
- Using temporary immobilization devices while transporting an accident victim (splints, slings, neck collars, or back boards)
- Drilling a fingernail or toenail to relieve pressure, or draining fluids from blisters
- Using eye patches
- Using simple irrigation or a cotton swab to remove foreign bodies not embedded in or adhered to the eye
- Using irrigation, tweezers, cotton swab or other simple means to remove splinters or foreign material from areas other than the eye
- Using finger guards
- Using massages
- Drinking fluids to relieve heat stress

The School will decide if a case involves restricted work:

- Restricted work activity occurs when as the result of a work related injury or illness, the School or health care professional keeps, or recommends keeping an employee from doing the routine functions of his or her job or from working the full workday that the employee would have been scheduled to work before the injury or illness occurred.

The School will count the number of days of restricted work activity or the number of days away from work:

- By counting the number of calendar days the employee was on restricted work activity or was away from work as a result of the recordable injury or illness. Will not count the day on which the injury or illness occurred in this number. Will begin counting days from the day after the incident occurs.

- If a single injury or illness involved both days away from work and days of restricted work activity, will enter the total number of days for each. Will stop counting days of restricted work activity or days away from work once the total of either or the combination of both reaches 180 days,

The School will not enter an employee's name on the Cal/OSHA Form 300 when considering the following types of injuries or illnesses to be privacy concern cases:

- An injury or illness to an intimate body part or to the reproductive system
- An injury or illness resulting from a sexual assault
- A mental illness
- A case of HIV infection, hepatitis or tuberculosis
- A needle stick injury or cut from a sharp object that is contaminated with blood or other potentially infectious material
- Other illnesses, if the employee independently and voluntarily requests that his or her name not be entered on the log

Instead of entering the employee's name on the Cal/OSHA 300 Log for these cases, enter "privacy case" in the space normally used for the employee's name. A separate, confidential list of the case numbers and employees names for the School's privacy concern cases will be used so that we can update the cases and provide information to the government if asked to do so.

If it is found to have a reasonable basis to believe that information describing the privacy concern cases may be personally identifiable even though the employee's name has been omitted, we will use discretion in describing the injury or illness on both the Cal/OSHA 300 and 301 forms. We will enter enough information to identify the cause of the incident and the general severity of the injury or illness, but will not include details of an intimate or private nature.

If the outcome or extent of an injury or illness changes after recording the case, we will simply draw a line through the original entry or delete or whiteout the original entry. A new entry will be written in where it belongs.

Classifying Injuries

An injury is any wound or damage to the body resulting from an event in the work environment such as: cut, puncture, laceration, abrasion, fracture, bruise, contusion, chipped tooth, amputation, insect bite, electrocution, or a thermal, chemical, electrical, or radiation burn. Sprain and strain injuries to muscles, joints, and connective tissues are classified as injuries when they result from a slip, fall or other similar accidents.

Classifying Illnesses

- **Skin diseases or disorders:** are illnesses involving the worker's skin that are caused by work exposure to chemicals, plants, or other substances.

  Examples: Contact dermatitis, eczema, or rash caused by primary irritants and sensitizes or poisonous plants; oil acne; friction blisters; chrome ulcers; inflammation of the skin.

- **Respiratory conditions:** are illnesses associated with breathing hazardous biological agents, chemicals, dust, gases, vapors, or fumes at work.

  Examples: Silicosis, asbestosis, pneumonitis, pharyngitis, rhinitis or acute congestion; farmers lung, beryllium disease, tuberculosis, occupational asthma, reactive airways, dysfunction syndrome (RADS), chronic obstructive pulmonary disease (COPD), hypersensitivity pneumonia, toxic inhalation injury such as metal fume fever, chronic obstructive bronchitis, and other pneumoconiosis.

- **Poisoning:** includes disorders evidenced by abnormal concentrations of toxic substances in blood, other tissues, other bodily fluids, or the breath that are caused by the ingestion or absorption of toxic substances into the body.

  Examples: Poisoning by lead, mercury, cadmium, arsenic, or other metals; poisoning by carbon monoxide, hydrogen sulfide, or other gases; poisoning by benzene, benzoyl, carbon tetrachloride, or other organic solvents; poisoning by insecticide sprays, such as parathion or lead arsenate; poisoning by other chemicals, such as formaldehyde.

- **All other illnesses:** Includes all other occupational illnesses

  Examples: Heatstroke, sunstroke, heat exhaustion, heat stress and other effects of environmental heat; freezing, frostbite, and other effects of exposure to low temperatures; decompression sickness; effects of ionizing radiation (isotopes, x-rays, radium); effects of nonionizing radiation (welding flash, ultra-violet rays, lasers); anthrax; bloodborne pathogenic diseases, such as AIDS, HIV, hepatitis B or hepatitis C; brucellosis; malignant or benign tumors; histoplasmosis; coccidioidomycosis.

Posting the Summary

- The Summary only not the Log must be posted by February 1 of the year following the year covered by the form and kept posted until April 30 of that year. The posting shall be in a conspicuous location such as the time clock area or the posting board.

Keeping the Log and Summary on file

- The Log 300 and Summary will be kept on file for a minimum of 5 years following the year to which they pertain.

What is an Incidence Rate?

- An incidence rate is the number of recordable injuries and illnesses occurring among a given number of full-time workers (usually 100 full-time workers) over a given period of time (usually one year). To evaluate our School's injury and illness experience over time or to compare our firm's experience with that of our industry as a whole, we need to compute our incidence rate. Because a specific number of workers and a specific period of time are involved, these rates can help to identify problems in our workplace.

Calculating the Incidence Rate

- We compute an occupational injury and illness incidence rate for all recordable cases or for cases that involved days away from work.

  (a) To find out the total number of recordable injuries and illnesses that occurred during the year, count the number of line entries on the Cal/OSHA Form 300, or refer to the Cal/OSHA Form 300A and sum the entries for columns (G), (H), (I), and (J).
  (b) To find out the number of injuries and illnesses that involved days away from work, count the number of line entries on your Cal/OSHA Form 300 that received a check mark in column (H), or refer to the entry for column (H) on the Cal/OSHA Form 300A.
  (c) The number of hours all employees actually worked during the year. Refer to Cal/OSHA Form 300A and optional worksheet to calculate this number.

  - To compute the incidence rate for all recordable cases of injuries and illnesses, use the following formula:

    Total number of injuries and illnesses + Number of hours worked by all employees x 200,000 hours = Total recordable case rate.

  - (The 200,000 figures in the formula represent the number of hours 100 employees working 40 hours per week, 50 weeks per year would work, and provides the standard base for calculating incidence rates).

  - Compute the incidence rate for recordable cases involving days away from work, days of restricted work activity or job transfer (DART) using the following formula:

Number of injuries in column H + Number of entries in column I + Number of hours worked by all employees x 200,000 hours = DART incidence rate.

- Use the same formula to calculate incidence rates for other variables such as cases involving restricted work activity (column (1) on Form 300A, cases involving skin disorders (column M-2 on Form 300A). You substitute the appropriate total for these cases, from Form 300A, into the formula in place of the total number of injuries and illnesses.

POSTING REQUIREMENTS

- Cal/OSHA POSTER "Safety and Health Protection on the Job"
- Emergency Telephone Numbers
- Notice Of Worker's Compensation Company
- Payday Notice
- Federal/State Minimum Wage Notice "Industrial Welfare Commission Orders"
- Unemployment And Disability Insurance
- Discrimination In Employment
- Notice Regarding Employee Rights
- Notice Regarding Employee Polygraphs
- Equal Employment Opportunity Notice
- Cal/OSHA Citations (Individual Site Location)
- Confidentiality Of Medical Records
- Time Off For Voting (Election Day Notice)

OTHER SUGGESTED POSTINGS

- Exit Signs
- Room Capacities
- Suggestion Box Location
- Location Of Emergency Equipment
- Location Of First Aid Kit
- Emergency Evacuation Floor Plan

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

PROTECTIVE EQUIPMENT

INTRODUCTION

The School reserves the right to select and/or approval all protective equipment to be issued and used by its employees and visitors. Only such equipment approved of will be allowed on School premises.

The use of protective equipment relative to jobs which have an inherent injury potential is the responsibility of every School employee. The protective equipment is designed to provide an effective barrier between a worker and potentially dangerous objects, substances or processes.

Supervisors monitor and evaluate the use and effectiveness of all personal protective equipment and recommend improvements where indicated. Supervisors will determine equipment required for specific tasks.

When the use of protective equipment has been specified for hazardous work, its use will be mandatory.

BASIC PERSONAL PROTECTIVE EQUIPMENT – AS DICTATED BY TASK

1. **Safety glasses and/or goggles or safety shields (meeting American National Standards Institute (ANSI) Z 87.1 standards)**

    - Approved eye and face protection must be worn whenever warranted by the work exposure. ANSI approved safety glasses with full side shields must be worn in all circumstances.

2. **Boots and protective clothing (e.g. aprons, coveralls, etc.)**

    - All safety shoes shall meet nationally recognized standards. Sturdy work shoes/boots which provide adequate protection against foot injury should be worn during the work day. Foot guards are to be worn when work boots are not sufficient protection for the task, and steel toe safety boots if further protection is required. Tennis shoes, running shoes, light canvas shoes, sandals, etc., are not authorized for wear in the work area. Shoes and boots must be kept in good repair, and those with worn heels or thin or worn soles should not be permitted. In addition, the wearing of sneakers, tennis shoes, sandals, or shoes that have been slit or have holes cut in them will not be permitted.

3. **Hearing protection such as earplugs or earmuffs**

    - When employees are subject to sound levels that exceed the Cal/OSHA standards, hearing protection will be provided and used to reduce the sound levels. Earmuffs must be disinfected prior to use by another employee.

4. **Gloves in good condition suited to the type of work required**

    - Where needed, workers shall wear work gloves in good condition, which are suited to the type of work involved. Use of special types of gloves (such as neoprene or rubber) shall be issued to those workers who have need of them.

5. **Head protection against falling objects and/or electrical hazards**

    - When employees are exposed to impact and penetration hazards caused by falling objects and/or electric shock and burns, head protection will be provided.

6. **Personal back support with suspenders**

    - When employees are performing lifting of loads, which they feel may be better served with the assistance of a back support, may wear the support with suspenders only. Once the lifting procedure has been accomplished, the back support shall be released to continue full mobility of the back. Back supports are never to be worn as a corset.

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

RESPIRATORY PROTECTION PROGRAM

RESPIRATOR USAGE

A. Requirements

Respirators are to be used only in situations where engineering controls are infeasible or during such times as controls are being installed. Respirators shall be provided to the employee by the School when such equipment has been proved to be necessary to protect the health of the employee.

The Principal is responsible for identifying respiratory hazards in the workplace and for having these hazards evaluated to determine the appropriate respiratory protective equipment.

B. Responsibilities

1. **The Principal is responsible for:**

   - Ensuring that all required respiratory users are sent for medical examinations and "fit-tested" for respiratory protective equipment on an annual basis and if there is any change to an employee's medical condition during the year
   - Ensuring that all respiratory protective equipment is NIOSH (National Institute for Occupational Safety and Health of the United States Department of Health and Human Services) certified and is appropriate to use for the situation
   - Maintaining all medical records and fit-test certification as required by law
   - Periodically review the program for effectiveness and to ensure employees and supervisors are following procedures

2. **Respirator wearers shall:**

   - Comply with all required procedures
   - Complete and successfully pass the required fit-testing procedures
   - Certification will be maintained by the Principal regarding the successful fit-test procedures
   - Complete the required training for all respirator users
   - Use the correct type of respiratory protective equipment for the hazard(s) involved
   - Properly store, clean, inspect, and maintain all respirator equipment
   - Use the respirator equipment as instructed
   - Report any respirator deficiencies or malfunctions to his/her supervisor immediately
   - Inform supervisor of any new situation that may require a change in the use of respiratory protective equipment or if contaminant levels are suspected to increase

- Immediately follow emergency procedures and leave the respirator use area if the respirator fails to provide proper protection
- Never use another employee's respirator

3. **Supervisors are responsible for:**

- Identifying employees who may require respiratory protection equipment
- Ensuring that employees requiring respiratory protection equipment receive medical appointments, are fit-tested and trained in the usage of the equipment
- Ensuring that the respiratory protective equipment is properly used, cleaned, stored, and maintained
- Maintaining an inventory of spare parts
- Ensuring that defective respiratory protective equipment is removed from service immediately and not used again until approved repairs are completed
- Ensuring that employees are allowed to leave the respirator use area as necessary to prevent eye and/or skin irritation associated with respirator use
- Notify the Principal of any problems with respirator use, or any changes in work processes that would impact airborne contaminants

4. **Voluntary Usage of Respiratory Protection Equipment**

From time to time, employees may wish to wear respiratory protective equipment for an additional level of comfort and protection, even if the amount of hazardous substance does not exceed the limits set by OSHA standards. The employee needs to follow certain procedures to ensure that the equipment he/she is using (whether provided by the School or the employee's own equipment) does not itself present a hazard.

The employee should:

- Read and follow all instructions provided by the manufacturer on usage, maintenance, cleaning and care, and all warnings regarding respirator limitations
- Choose respirators certified for use to protect against the contaminant of concern following NIOSH recommendations and certifications
- Not wear the respirator in atmospheres for which the respirator is not designed to protect against. For example, a respirator designed to filter dust particles will not protect against gases, vapors or small solid particles of fumes or smoke.
- Keep track of his/her respirator so that the employee does not mistakenly use someone else's respirator

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

SAFETY LOCKOUT & TAGOUT PROCEDURES

To prevent inadvertent operation of electrical equipment during set up or maintenance activities, an energy control procedure has been implemented. This procedure consists of locking out the main energy source or control for the equipment undergoing maintenance, and tagging it to indicate that it is not to be re-energized.

Each person involved in the maintenance activity must attach a unique lock and tag to the locking device. The lock and tag must be removed at the end of each work shift if maintenance activities continue onto another shift, and the incoming shift must reattach their lock and tags if necessary.

All electrical equipment must be turned off at the breaker panel and locked out or electrically disconnected from the energy source prior to maintenance. The electrical condition of the equipment must be verified by an electrician to ensure no electrical back-feed. Note: For electrical circuit breaker panels not equipped with breakers that can be "locked" open, the breaker(s) must be turned off, the "hot" wire disconnected from the breaker and tape placed over the breaker face to preclude being inadvertently energized. The breaker(s) must be tagged by the employee assigned to perform the required maintenance.

The doors or covers of electrical control cabinets, distribution panes, safety switches, circuit breakers, and all similar enclosures shall be kept closed at all times except when opened by authorized personnel for maintenance, adjustment or inspection.

1. When disconnecting an electrical plug, pull on the plug not the cord.

2. When disconnecting high current draw electrical equipment ensure the power has been turned off at the distribution center.

3. When a fuse blows or circuit trips, it usually means an overload or possible short. A qualified electrician must inspect equipment protected by a circuit breaker, which has tripped before it is put back into service.

CALIFORNIA SCHOOL OF THE ARTS - SAN GABRIEL VALLEY

SAFETY COMMITTEE MEETINGS

INTRODUCTION

In Title 8, Section 303 (c) the State of California establishes certain minimum requirements if a "Labor/Management" safety committee is established.

The School believes that the establishment of a Safety Committee will assist all members of staff and management in achieving the goals of the safety program. The School will hold periodic interdepartmental safety meetings as part of the safety program. These meetings may be part of a regular staff meeting, a special meeting, or as a regularly scheduled event.

The goal of the safety meeting is to keep supervisors, management, and labor equally informed on safety issues that pertain to the School. The School will deliver safety policies to employees and set the example for safety on the job for employees to follow.

OBJECTIVES

The objective of the Safety Committee Meeting is to communicate health and safety procedures and requirements, whether established by the School or others (eg. State regulations) as well as provide an educational forum on applicable safety subjects and issues.

STANDARDS

1. The Safety Committee Meeting will be held during the workday on a consistent day of the month.

2. The meeting should not last longer than one hour and adequately cover the material presented.

3. An agenda or notification should be prepared in advance in order to inform participants.

4. Minutes of the meeting should be recorded and posted on the department bulletin board.

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

SCISSOR AND MAN LIFTS

GENERAL REQUIREMENTS

It is the policy of the School is to ensure that all elevated lifts used on School premises shall comply with the following guidelines:

1. All employees shall be instructed in the proper use of all lifts prior to operation and only trained personnel shall operate and man lift.

2. Prior to use, inspect the equipment for damage on a daily basis.

3. The surface upon which the unit is being operated must be level with no hazardous irregularities or accumulation of debris, which may cause a moving platform to overturn. The route and/or area in which the unit is to be used must be surveyed immediately prior to the work trip, checking for overhead obstructions, traffic, holes in pavement, ground or shoulder, ditches, slopes, etc.

4. Full body harnesses and tag lines must be worn on all man lifts.

5. Most equipment is not insulated for electrocution hazards. Do not use man lift devices within 10 feet of electrical lines or equipment.

6. Ladders or other objects shall not be placed in or on top of the platform to gain greater height. Employees shall not sit or climb on the edge of the basket.

7. Do not load platforms beyond their rated capacity.

8. Climbers shall not be worn while performing work from a man lift.

9. Never attempt to leave the platform while it is in the elevated position.

10. Man lifts may never be used for crane purposes.

11. Do not operate a man lift unless the access gate is closed.

12. Do not jerk controls. Move the control lever slowly from neutral to start movement and return it to neutral slowly.

13. Do not move lever across neutral without stopping.

14. Do not allow overhanging loads on the work platform.

15. Do not operate a man lift that is malfunctioning.

16. Do not make any modifications to a man lift.

17. Do not use a man lift for any other purpose than to position personnel and their tools or equipment.

18. Do not operate a man lift when the wind velocity exceeds 25 miles per hour.

19. Towering man lifts (driving with the platform and personnel in an elevated mode) is prohibited.

20. Use common sense when operating a man lift.

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

TOWER SCAFFOLDS AND ROLLING SCAFFOLDS

GENERAL REQUIREMENTS

It is the policy of the School to ensure that all scaffolding used on School premises shall comply with the following guidelines:

1. The minimum dimension of the base of any freestanding tower or rolling scaffold shall not be less than one-third the height of the scaffold unless such scaffold is securely guyed or tied.

2. Construction and Erection:

    a. The uprights, ledgers, ribbons, braces and splices shall be equivalent to the standards specified in CCR, T8 1636 & 1644. Railings are required if the platform is 30 inches or more above grade.

    b. The screw jacks shall extend into its leg tube at least one-third it's length, but in no case shall the exposed thread exceed 12 inches.

    c. The uprights (legs of rolling scaffolds) shall not exceed 24 inches without being braced according to the manufacturer's specification.

3. Wheels or casters of rolling scaffolds shall be provided with an effective locking device and kept locked when workers are climbing or working on the scaffold. At least two of the four casters or wheels shall be a swivel type. All wheels or casters shall be properly designed for strength and dimension to support at least four times the maximum intended load.

4. Joints of metal scaffolds shall be provided with lock pins or bolts or equivalent fastening, including caster joints. Lock pins used must be of a positive locking type.

5. Platform planks on rolling or tower scaffolds shall not project farther than 18 inches past supports at the edges of the scaffold. An effective method of preventing platform planks on rolling scaffolds from slipping off must be provided. The nailing of cleats of one-inch material on the underside of each projected end, or other equivalent means, will be acceptable. Platforms shall be tightly planked for the full width of the scaffold except for any necessary entrance openings.

6. Workers may ride on rolling scaffolds moved by others below if the following conditions exist:

    a. The floor or surface is within three degrees of level, and free from pits, holes or obstructions.

    b. The minimum dimension of the scaffold base, when ready for rolling, is at least one-half of the height. Outriggers, if used, shall be installed on both sides of staging.

    c. The wheels are equipped with rubber or similar resilient tires. For tower scaffolds 50 feet or over, metal wheels may be used.

7. Ladders or other unstable objects shall not be placed on top of rolling scaffolds to gain greater height.

8. Outriggers will be properly set and used on all rolling and tower scaffolds in accordance with the working level (height) of the scaffold.

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

WORKPLACE SECURITY: PREVENTING VIOLENCE IN WORKPLACE

INTRODUCTION

The School's program for Workplace Security addresses the hazards known to be associated with the three major types of workplace violence. **Type I** workplace violence involves a violent act by an assailant with no legitimate relationship to the workplace who enters the workplace to commit a robbery or other criminal act. **Type II** involves a violent act or threat of violence by a recipient of a service provided by our company, such as a client, customer, passenger or a criminal suspect. **Type III** involves a violent act or threat of violence by a current or former employee, supervisor or manager, or another person who has some employment-related involvement with our School, such as an employee's spouse or lover, an employee's relative or friend, or another person who has a dispute with one of our employees.

RESPONSIBILITY

We have decided to assign responsibility for the security in our workplace. The Principal is the administrator for workplace security and has the authority and responsibility for implementing the provisions of this program.

COMPLIANCE

We have established the following policy to ensure compliance with our rules on workplace security.

Management of the School is committed to ensuring that all safety and health policies and procedures involving workplace security are clearly communicated and understood by all employees.

All employees are responsible for using safe work practices, for following all directives, policies and procedures, and for assisting in maintaining a safe and secure work environment.

Our system of ensuring that all employees, including supervisors and managers, comply with work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions that create a security hazard for others in the workplace, these include:

1. Informing employees, supervisors and managers of the provisions for IIP Program for Workplace Security.

2. Evaluating the performance of all employees in complying with our School's workplace security measures.

3. Recognizing employees who perform work practices which promote security in the workplace.

4. Providing training and/or counseling to employees whose performance is deficient in complying with work practices designed to ensure workplace security.

5. Disciplining employees for failure to comply with workplace security practices.

COMMUNICATION

The School recognizes that to maintain a safe, healthy and secure workplace, we must have open, two-way communications between all employees, including managers and supervisors, on all workplace safety, health and security issues. Our School has a communication system designed to encourage a continuous flow of safety, health and security information between management and our employees without fear of reprisal and in a form that is readily understandable. Our communication system consists of the following items:

- New employee orientation on our School's workplace security policies, procedures and work practices

- Periodic review of our IIP Program for Workplace Security with all personnel

- Training programs designed to address specific aspects of workplace security unique to our School

- Regularly scheduled safety meetings with all personnel that include workplace security discussions

- A system to ensure that all employees, including managers and supervisors, understand the workplace security policies

- Posted or distributed workplace security information

- A system for employees to inform management about workplace security hazards or threats of violence

- Procedures for protecting employees who report threats from retaliation by the person making the threats

- Addressing security issues at our workplace security team meetings

- Other: _____

  _____

  _____

HAZARD ASSESSMENT

We will be performing workplace hazard assessment for workplace security in the form of periodic inspections. These inspections are intended to identify and evaluate workplace security hazards and threats of workplace violence. The following observer(s) in the following areas are:

Observer Area

_____

_____

_____

_____

Periodic inspections are performed to the following schedule:

1. _____(Frequency: daily, weekly, monthly).
2. When we initially established our IIP Program for Workplace Security.
3. When new, previously unidentified security hazards are recognized.
4. When occupational injuries or threats of injury occur.
5. Whenever workplace security conditions warrant an inspection.

Periodic inspections for security hazards consist of identification and evaluation of workplace security hazards and changes in employee work practices, and may require assessing for more than one type of workplace violence by using the methods specified below to identify and evaluate workplace security hazards.

Inspections for **Type I** workplace security hazards include assessing:

1. The exterior and interior of the workplace for its attractiveness to robbers.
2. The need for security surveillance measures, such as mirrors and cameras.
3. Posting of signs notifying the public that no cash is kept on premises.
4. Procedures for employee response during a robbery or other criminal act.
5. Procedures for reporting suspicious persons or activities.
6. Posting an emergency telephone numbers for law enforcement, fire and medical services.
7. Other: _____

_____

INCIDENT INVESTIGATIONS

We have established the following policy for investigating incidents of workplace violence.

Our procedure for investigating incidents of workplace violence, which includes threats and physical injury include:

1. Reviewing all previous incidents.
2. Visiting the scene of an incident as soon as possible.
3. Interviewing threatened or injured employees and witnesses.
4. Examining the workplace for security risk factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.
5. Determining the cause of the incident.
6. Taking corrective action to prevent the incident from recurring.
7. Recording the findings and corrective actions taken.
8. Other: _____

_____

HAZARD CORRECTION

Hazards, which threaten the security of employees, shall be corrected in a timely manner based on severity when they are first observed or discovered.

Corrective measures for **Type I** workplace security hazards can include:

1. Making the workplace unattractive to robbers.
2. Utilizing surveillance measures, such as cameras or mirrors, to provide information as to what is going on outside and inside the workplace.
3. Procedures for the reporting suspicious persons or activities.
4. Posting of emergency telephone numbers of law enforcement, fire, medical services where employees have access to a telephone with an outside line.
5. Posting of signs notifying the public that no cash is kept on premises.
6. Employee, supervisor and management training on emergency action procedures.

7. Other: _____

_____

Corrective measures for **Type II** workplace security hazards include:

1. Controlling access to the workplace and freedom of movement within it, consistent with business necessity

2. Insuring the adequacy of workplace security systems, such as door locks, security windows, physical barriers and restraint systems.

3. Providing employee training in recognizing and handling threatening or hostile situations that may lead to violent acts by persons who are service recipients of our company.

4. Placing effective systems to warn others of a security danger or to summon assistance, e.g., alarms or panic buttons.

5. Providing procedures for a "buddy" system for specified emergency events.

6. Ensuring adequate employee escape routes.

7. Other:_____

Corrective measures for **Type III** workplace security hazards include:

1. Effectively communicating our School's anti-violence policy to all employees, supervisors or managers.

2. Improving how well our School's management and employees communicate with each other.

3. Increasing awareness by employees, supervisors and managers of the warning signs of potential workplace violence

4. Controlling access to, and freedom of movement within, the workplace by non-employees, including recently discharged employees or persons with whom one of our employee's is having a dispute

5. Providing counseling to employees, supervisors or managers who exhibit behavior that presents strain or pressure which may lead to physical or verbal abuse of co- employees.

6. Ensure that all reports of violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace are handled effectively by management and that the person making the report is not subject to retaliation by the person making the threat.

7. Ensure that employee disciplinary and discharge procedures address the potential for workplace violence.

8. Other:_____

TRAINING AND INSTRUCTION

We have established the following policy on training all employees with respect to workplace security:

All employees, including managers and supervisors, shall have training and instruction on general and job-specific workplace security practices. Training and instruction shall be provided when the IIP Program for Workplace Security is first established and periodically thereafter. Training shall also be provided to all new employees and to other employees for whom training has not previously been provided and to all employees, supervisors and managers given new job assignments for which specific workplace security training for that job assignment has not previously been provided. Additional training and instruction will be provided to all personnel whenever the employer is made aware of new previously unrecognized security hazards.

General workplace security training and instruction includes, but is not limited to, the following:

1. Explanation of the IIP Program for Workplace Security including measures for reporting any violent acts or threats of violence.

2. Recognition of workplace security hazards including the risk factors associated with the three types of workplace violence.

3. Measures to prevent workplace violence, including procedures for reporting workplace security hazards or threats to managers and supervisors.

4. Ways to defuse hostile or threatening situations.

5. Measures to summon others for assistance.

6. Employee routes of escape.

7. Notification of law enforcement authorities when a criminal act may have occurred.

8. Emergency medical care provided in the event of any violent act upon an employee.

9. Post-event trauma counseling for those employees desiring such assistance.

In addition, we provide specific instructions to all employees regarding workplace security hazards unique to their job assignment, to the extent that such information was not already covered in other training.

We have chosen the following checked items for **Type I** training and instruction for managers, supervisors and employees:

- Crime awareness
- Location and operation of alarm systems
- Communication procedures
- Proper work practices for specific workplace activities, occupations or assignments, such as night work.
- Other: _____

_____

_____

We have chosen the following checked items for **Type II** training and instruction for managers, supervisors and employees:

- Self-protection
- Dealing with angry, hostile or threatening individuals
- Location, operation, care, and maintenance of alarm systems and other protective devices
- Communication procedures
- Determination of when to use the "buddy" system or other assistance from co-employees
- Awareness of indicators that lead to violent acts by service recipients
- Other: _____

_____

We have chosen the following checked items for **Type III** training and instruction for managers, supervisors and employees:

- Pre-employment screening practices
- Employee Assistance Programs
- Awareness of situational indicators that lead to violent acts
- Managing with respect and consideration for employee well being
- Review of anti-violence policy and procedures
- Other: _____

_____

_____

CALIFORNIA SCHOOL OF THE ARTS
SAN GABRIEL VALLEY

INJURY AND ILLNESS
PREVENTION PROGRAM
2017/2018

ADDENDUM
II

CUSTODIANS OF SAFETY:
A Health and Safety Tip Sheet for Custodians

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

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

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

Step 1: Identify Job Hazards

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

Step 2: Work Towards Solutions

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

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your supervisor and co-workers.
- Share ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that recue the hazard; and/or (3) using personal protective equipment.

Slip and Fall Hazards

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

- Clean up spills in your work area immediately.
- Use warning signs to keep people away from wet floors.
- Use caution when stripping and waxing floors. Some chemicals make floors slippery.
- Make sure shelves and storage racks are stable and secured.
- Wear shoes with non-skid soles.
- Always use a ladder or footstool to reach for objects. Never use a box or a cart.
- When using a ladder, put the ladder on a stable, dry surface. Make sure it is fully open and locked. Participate in ladder safety and fall protection training.

Ergonomic Hazards

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

- Use lightweight microfiber mops and long-handled scrubbers.
- Place a step-up platform next to the dumpster, if possible.
- Use a dolly or rolling cart to move heavy objects.
- Drill holes into the bottom of garbage barrels. This makes it easier to lift garbage bags out of the barrel.
- For tasks that require repetitive motions (such as mopping), alternate between the left and right hands.
- For backpack vacuums, check proper fit, including use of the support harness. Empty the vacuum bag often to lighten the vacuum.

Electrical Hazards

Working with electrical equipment (such as vacuum cleaners) can expose you to electrical current, which can cause shock, injury and sometimes death. Here are some tips to prevent injuries from electrical hazards:

- Keep electrical equipment away from water.
- Dry your hands before touching electrical equipment.
- Make sure equipment is in the "power off" position before plugging it in.
- Disconnect an electrical plug by pulling on the plug, not the cord.
- Report any damaged equipment, such as frayed electrical cords.
- Immediately turn off the power if you smell burning plastic or smoke, see sparks, or feel tingling or a shock. Do not use the equipment. Report the problem immediately.
- Follow steps for proper lock out/tag out when servicing equipment. Turn off and disconnect the equipment. Make sure the source of power has a lock or tag.

Infectious Disease

Handling garbage bags or trash such as soiled tissues and sanitary napkins, could put your in contact with infectious materials. You could be exposed to many different viruses and bacteria, such as the common cold, flu, HIV, and Hepatitis B. Here are some tips to prevent injuries from infectious disease:

- Wash your hands frequently.
- Stay home if you are sick.
- If you may come into contact with blood or other bodily fluids:
  ~Wear disposable gloves
  ~Wash your hands with soap and water
  ~Disinfect any equipment or work areas that are affected

Violence and Aggressive Student Behavior

About three-quarters of all public schools experience one or more violent incidents of crime every year; almost half report thefts. Custodians working alone, at night, or during early morning hours face a higher risk of robberies and assaults. Here are some tips to prevent injuries from violence and aggressive student behavior:

- Report to maintenance staff any locks and alarms that are not working.
- Work in pairs when possible.
- Set up a communication system if you are working alone at night or when school is out.
- Check with administration on the report process for violent incidents and threats.
- Put your personal belongings in a secure place.

Chemicals

Products like floor strippers or cleaning solutions can be toxic. Here are some tips to prevent injuries from chemicals:

- Find out what types of chemicals you use in your work.
- Use less toxic chemicals when possible.
- Dilute chemicals (such as disinfectant or floor stripper) according to manufacturer's directions.
- Do not mix chemicals unless instructed to by the manufacturer. Never mix bleach and ammonia.
- Close all containers, especially spray bottles, when not in use.
- Open windows and doors if possible.
- Make sure all chemicals are labeled and that you have Material Safety Data Sheets (*MSDS) for each product. If you put chemicals into a different container, label the new container.
- Bring clean clothes and shoes to change into at the end of the work shift so you do not bring any chemicals home. Wash your work clothes separately from other clothes.
- Participate in chemicals training, including how to use gloves or other protective gear, as indicated by the MSDS. Be familiar with the emergency plan in case of a chemical accident.
- Obtain specific training on hazardous waste management if you handle or store any hazardous waste at your school.

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

SERVING UP SAFETY:
A Health and Safety Tip Sheet for School Food Service Employees

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

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

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

Step 1: Identify Job Hazards

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

Step 2: Work Towards Solutions

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

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your supervisor and co-workers.
- Share ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that recue the hazard; and/or (3) using personal protective equipment.

Ergonomic Hazards

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

- Use smaller, lighter bus pans and trays.
- Store heavy items in easy-to-reach areas to avoid overreaching or bending.
- Push carts instead of pulling them, when possible.
- Use floor mats to protect against constant impact with hard surfaces.

Sharp Objects

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

- Use knives that are the right size and type for your task.
- Keep knives sharp.
- Place a rubber mat under your cutting board to prevent slipping. When cutting, tuck in fingers on the hand that is holding the food.
- If you are doing a lot of cutting, wear cut-resistant gloves that cover the wrists, fit well, and have sturdy, tightly-woven seams.
- Do not place sharp objects in sinks filled with soapy water.
- Before using a machine (such as a slicer), make sure machine guards are in place.
- Keep hands, face, hair clothing, and jewelry away from moving machine parts.
- Designate one clearly-marked trash can for broken glass and sharp can lids.
- Store glasses, bottles, and dishware away from areas with a lot of foot traffic.
- Unplug machines before cleaning them.
- Follow steps for proper lockout/tag out when cleaning or servicing equipment. Turn off and disconnect the equipment. Make sure the source of power has a lock or tag.

Hot Surfaces

Stove tops, ovens, broilers, grills, deep fryers, and microwave ovens can cause burns. Here are some tips to prevent injuries from hot surfaces:

- Make sure grills and other hot surfaces have built-in guard bars.
- Avoid overcrowding on range tops.
- Set pot handles away from burner, and make sure they do not stick out over the edge of the range.
- Use potholders, gloves, or heat-resistant mitts when checking food on the stove, placing food in boiling water, or reaching into ovens and broilers.
- Never use wet material (like a damp towel) as a pot holder.
- Use splash guards on fryers. Reduce splattering by drying wet food and brushing off ice crystals before placing food in the fryer basket.

Chemicals

Products used to clean kitchens and cafeterias can be very toxic. Here are some tips to prevent injuries from chemicals:

- Find out what types of chemicals you use in your work.
- Use less toxic chemicals when possible.
- Dilute chemicals (such as disinfectant) according to the manufacturer's directions.
- Do not mix chemicals unless instructed to by the manufacturer.
- Close all containers, especially spray bottles when not in use.
- Work with school staff to reduce the need for pesticides. Ask them to clean up food and drinks in classrooms and to inform you of any cracks or crevices that need repair.
- Open windows and doors when possible.
- Make sure all chemicals are labeled and that you have Material Safety Data Sheets (*MSDS) for each product. If you put chemicals into a different container, label the new container.
- Participate in chemicals training, including how to use gloves or other protective gear, as indicated by the MSDS.
- Be familiar with the emergency plan in case of a chemical accident.
- Participate in training on hazardous waste management if you handle or store any hazardous waste at your school.

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

Infectious Disease

You could be exposed to different viruses and bacteria, such as the common cold, flu, HIV and Hepatitis B. Here are some tips to prevent injuries from infectious disease:

- Wash your hands frequently.
- Stay home if you are sick.
- If you may come into contact with blood or other bodily fluids:
  ~Wear disposable gloves
  ~Wash your hands with soap and water
  ~Disinfect any equipment or work areas that are affected

Slip and Fall Hazards

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

- Clean up food or liquid debris on floors immediately. If this is not possible, place a warning cone on the area until debris can be removed.
- Keep walkways and work areas free of clutter.
- Use warning signs to keep people away from wet floors.
- Make sure shelves and storage racks are stable and secured.
- Wear shoes with non-skid soles.
- Always use a ladder or footstool to reach for objects. Never use a box or a cart. Ask for help if needed.
- When using a ladder, put the ladder on a stable, dry surface. Make sure it is fully open and locked. Participate in ladder safety and fall protection training.

MAINTAINING SAFETY:
A Health and Safety Tip Sheet for School Maintenance

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

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

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

Step 1: Identify Job Hazards

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

Step 2: Work Towards Solutions

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

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your supervisor and co-workers.
- Share ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that recue the hazard; and/or (3) using personal protective equipment.

Slip and Fall Hazards

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

- Identify the cause of the slippery floor and address the problem to eliminate the hazard.
- Clean up spills in your work area immediately.
- Use warning signs to keep people away from wet floors.
- Make sure shelves and storage racks are stable and secured.
- Wear shoes with non-skid soles.
- Always use a ladder or footstool to reach for objects. Never use a box or a cart. Ask for help if needed.
- When using a ladder, put the ladder on a stable, dry surface. Make sure it is fully open and locked. Ask for ladder safety and fall protection training.

Ergonomic Hazards

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

- Follow guidelines for proper lifting:
  ~Keep the load close to your body
  ~Squat and lift with your legs; back straight
  ~Do not twist
- Use a dolly or cart to move heavy objects. Get help if the load is too heavy. Do not rely on back belts.
- If moving equipment around, push instead of pull.

Power Tools and Equipment

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

- Check all equipment for loose, broken or damaged parts before use. Immediately report any damaged equipment, such as frayed wires or electrical cords.
- Dry your hands before touching electrical equipment. Keep electrical equipment away from water.
- Disconnect an electrical plug by pulling on the plug, not the cord.
- Make sure equipment is in the "Power Off" position before plugging it into an outlet.
- Immediately turn off the power if you smell burning plastic or smoke, see sparks, or feel tingling or shock. Do not use the equipment. Report the problem immediately.
- Follow the manufacturers' instruction for proper maintenance and repair, and replace any equipment that is not safe.
- Make sure safety guards are in place.
- Follow steps for proper lock out/tag out when servicing equipment. Turn off and disconnect the equipment. Make sure the source of power has a lock or a tag.
- Ask your supervisor for appropriate personal protective equipment such as goggles, and hearing protection.

Poor Indoor Air Quality

A lack of fresh air, poor ventilation, molds, and bacteria can all reduce air quality in schools. Here are some tips to prevent injuries from poor indoor air quality:

- Verify that heating, ventilation, and air conditioning (HVAC) system is working. The HVAC system should be inspected annually.
- Inspect ceiling tiles, floors, and walls for leaks, discoloration, and check areas where moisture is commonly generated (kitchen, locker rooms, bathrooms). Make sure there are no signs of water damage.

Chemicals

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

- Find out what types of chemicals are present in the school.
- Use less toxic chemicals when possible. For example, use less toxic pesticides, substitute water-based paints for solvent-based paints, or use a plumber's snake instead of drain-cleaning chemicals.
- Work with school staff to reduce the need for pesticides. Ask them to clean up food and drinks in classrooms and to inform you of any cracks or crevices that need repair.
- Ventilate the area as well as possible.
- Make sure all chemicals are labeled and that you have Material Safety Data Sheets (*MSDS) for each product. If you put chemicals into a different container, label the new container.
- Bring clean clothes and shoes to change into at the end of the work shift so you do not bring any chemicals home. Wash your work clothes separately from other clothes.
- Participate in chemicals training, including how to use gloves or other protective gear, as indicated by the MSDS. Be familiar with the emergency plan in case of a chemical accident.
- Obtain specific training on hazardous waste management if you handle or store any hazardous waste at your school.

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

SAFELY AT THE CENTER OF IT ALL:
A Health and Safety Tip Sheet for School Administrative and Office Staff

School and office staff juggle many tasks to keep school running. Whether you produce yearly reports, manage enrollment, or help a child who is not feeling well, you play a vital role. Taking care of your own health and safety at work helps you meet these goals by avoiding injuries and illnesses that could mean time away from work.

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

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

Step 1: Identify Job Hazards

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

Step 2: Work Towards Solutions

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

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your supervisor and co-workers.
- Share ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that recue the hazard; and/or (3) using personal protective equipment.

Slip and Fall Hazards

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

- Identify the cause of the slippery floor and address the problem to eliminate the hazard.
- If you need to reach high places, never stand on a chair or desk. Use a ladder or footstool, or ask a custodian for help.
- Keep all walkways clear of clutter.
- Make sure shelves and storage racks are stable and secured.
- Wear shoes with non-skid soles.
- Be aware of caution signs for maintenance and construction projects.

Ergonomic Hazards

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

- When you work on a computer:
  ~Position the chair and desk so that your knees and forearms are at 90 degree angles, with wrists straight and feet flat on the floor or on a foot rest
  ~The top of your screen should be at or just below eyes level, and 16-22 inches away
  ~Keep materials you need close by.
  ~Take a brief stretch break each hour.
- Avoid moving supplies or equipment without assistance.

Infectious Disease

You could be exposed to many different viruses and bacteria, such as the common cold, flu, HIV and Hepatitis B. Remember that some diseases common in children can be more dangerous to adults. Here are some tips to prevent injuries from infectious disease:

- Wash your hands frequently, and encourage your students to do the same.
- Teach students to cover their mouths when they cough or sneeze.
- Stay home if you are sick.
- If you provide first aid to students, you may need a Hepatitis B vaccine and blood borne pathogens training.
- If you may come into contact with blood or other bodily fluids:
  ~Wear disposable gloves
  ~Wash your hands with soap and water
  ~Disinfect any equipment or work areas that are affected

Poor Indoor Air Quality

Poor air quality can contribute to respiratory problems and voice disorders. A lack of fresh air, poor ventilation, molds, and bacteria can all reduce air quality in schools. Here are some tips to prevent injuries from poor indoor air quality:

- Open doors and windows to get fresh air.
- Verify that heating, ventilation, and air conditioning (HVAC) system is working. The HVAC system should be inspected annually.
- Report water leaks or signs of dampness right away.

Stress

Multiple demands, budget cuts, older equipment, new technology, and upset parents can all cause stress. Ignoring stress can result in health symptoms that can lead to hypertension or heart disease. Here are some tips to prevent injuries from stress:

- Make a list of what is causing stress at work and think about ways to reduce those problems. Start by selecting one or two issues to work on so you do not feel overwhelmed.
- Talk to co-workers and friends about issues.
- Find some time to relax each day. Having 20 minutes or so of quiet time helps relieve stress.
- Eat a well-balanced diet and get regular exercise.

Violence and Aggressive Student Behavior

About three-quarters of all public schools experience one or more violent incidents of crime every year; almost half report thefts. Here are some tips to prevent injuries from violence and aggressive student behavior:

- Report to maintenance staff any locks and alarms that are not working.
- Set up a communication system if you are working alone at night or when school is out. Check with administration on the report process for violent incidents and threats.
- Check your reporting process for violent incidents and threats.
- Put your personal belongings in a secure place.
- Make sure parents and visitors sign in at the main office.
- Follow school guidelines and procedures for handling student behavioral problems.

Chemicals

Many types of chemicals are used in schools, such as cleaning products, pesticides, and, in older buildings, asbestos in flooring or ceiling tiles. Here are some tips to prevent injuries from chemicals:

- Find out what types of chemicals are present in the school.
- If you use any cleaning supplies, follow safety precautions on the label.
- Use less toxic chemicals.
- Ventilate the areas as well as possible.
- Be familiar with the emergency plan in case of a chemical accident.
- Make sure all chemicals are labeled and that you have a Material Safety Data Sheet (MSDS*) for each product.
- To reduce the need for pesticides, make sure offices are cleaned well after eating or drinking, and have any cracks and crevices repaired.
- Call maintenance if there is a possibility of lead or asbestos exposure. Lead can be found on painted surfaces and can be disturbed during repairs. Asbestos could be found in spray-on insulation, ceiling tiles, flooring or pipe insulation and is only a hazard if it is disturbed.

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

TEACHING IN A CLASSROOM:
A Health and Safety Tip Sheet for Teachers and Paraeducators

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

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

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

Step 1: Identify Job Hazards

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

Step 2: Work Towards Solutions

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

- Assess what changes you can make on your own, and what you need your employer or supervisor to do.
- When possible, work together with your supervisor and co-workers.
- Share ideas with your supervisor.
- Workplace hazards can be reduced or eliminated by: (1) removing the hazard (preferable); (2) instituting policies and procedures that recue the hazard; and/or (3) using personal protective equipment.

Slip and Fall Hazards

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

- If you need to reach high places, never stand on a chair or desk. Use a ladder or footstool, or ask a custodian for help.
- Keep classrooms free of clutter. Keep student backpacks off the floor.
- Make sure shelves and storage racks are stable and secured.
- Wear shoes with non-skid soles.
- Be aware of caution signs for maintenance and construction projects.
- Do not stretch electrical cords/cables across classroom.

Ergonomic Hazards

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

- When you work on a computer:
  ~Position the chair and desk so that your knees and forearms are at 90 degree angles, with wrists straight and feet flat on the floor or on a foot rest
  ~The top of your screen should be at or just below eyes level, and 16-22 inches away
  ~Avoid using chairs or other furniture designed for children
  ~Ask for help when lifting students, heavy objects or moving equipment

Infectious Disease

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

- Wash your hands frequently, and encourage your students to do the same.
- Teach students to cover their mouths when they cough or sneeze.
- Stay home if you are sick.
- If you provide first aid to students, you may need a Hepatitis B vaccine and bloodborne pathogens training.
- If you may come into contact with blood or other bodily fluids:
  ~Wear disposable gloves
  ~Wash your hands with soap and water
  ~Disinfect any equipment or work areas that are affected

Stress

High stakes exams, disruptive students, angry parents and budget cuts can all cause stress. Ignoring stress can result in health symptoms that can lead to hypertension or heart disease. Here are some tips to prevent injuries from stress:

- Make a list of what is causing stress at work and think about ways to reduce those problems. Start by selecting one or two issues to work on so you do not feel overwhelmed.
- Talk to co-workers and friends about issues.
- Find some time to relax each day. Having 20 minutes or so of quiet time helps relieve stress.
- Eat a well-balanced diet and get regular exercise.

Violence and Aggressive Student Behavior

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

- Report to maintenance staff any locks and alarms that are not working.
- Set up a communication system if you are working alone at night or when school is out. Use a buddy system. Notify administrators if you are working late.
- Check with administration on the report process for violent incidents and threats.
- Put your personal belongings in a secure place.
- Make sure parents and visitors sign in at the main office.
- Follow school guidelines and procedures for handling student behavioral problems.

Poor Indoor Air Quality

Poor air quality can contribute to respiratory problems and voice disorders. A lack of fresh air, poor ventilation, molds, and bacteria can all reduce air quality in schools. Here are some tips to prevent injuries from poor indoor air quality:

- Open doors and windows to get fresh air.
- Verify that heating, ventilation, and air conditioning (HVAC) system is working. The HVAC system should be inspected annually.
- Report water leaks or signs of dampness right away.

Chemicals

Many types of chemicals are used in the classroom, such as cleaning products, pesticides, and, in older buildings, asbestos in flooring or ceiling tiles. Here are some tips to prevent injuries from chemicals:

- Find out what types of chemicals are present in the school.
- If you use chemicals in your class:
  ~Use the least toxic chemical you can
  ~Make sure all chemicals are labeled. If you put chemicals into a different container, label the new container.
  ~Obtain a Material data Safety Sheet (*MSDS) for each product
  ~Participate in chemicals training
  ~Ventilate your classroom
- Call maintenance if there is a possibility of lead or asbestos exposure. Lead can be found on painted surfaces and can be disturbed during repairs. Asbestos could be found in spray-on insulation, ceiling tiles, flooring or pipe insulation and is only a hazard if disturbed.
- To reduce the need for pesticides, make sure classrooms are cleaned well after eating or drinking, and have any cracks and crevices in the classroom repaired.
- Be familiar with the emergency plan in case of a chemical accident.
- If you teach vocational education or classes such as wood shop, industrial arts, or metal shop, you many need additional training on chemical, machinery, electrical, noise, and fire hazards.

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