

# School district employee safety management assessment

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## Instructions for completion

This assessment was created in an effort to provide school districts with best practices for the prevention of employee injuries. The assessment has 13 best practice sections, with the focus on safety management and injury prevention processes at K-12 school districts.

To properly review the best practices at your district, we recommend that you go through this assessment with members from administration, certified and classified staff, and the safety committee. A SAIF safety management consultant can also help you complete the assessment.

As you go through the assessment, you need to compare your district's current practices with each best practice listed. Grade your practices using the following scale:

**Grade A** = Fully implemented and highly successful

**Grade B** = Implemented, but not achieving a high level of success

**Grade C** = Parts have been implemented with moderate success

**Grade F** = No implementation

Prioritization of your opportunities for improvement is important. Identify those items that, if corrected, would have the most significant impact on preventing future injuries at your district. Then, develop a plan of action that includes a timeline for implementation and who is responsible for implementing each action item. Set up a review process to track the progress of the action item to ensure that the changes have had the desired impact on injury prevention.

A SAIF safety management consultant can provide you with resources and other assistance as you look to implement or improve your injury prevention practices. Additional resources can also be found at [saif.com/safety](https://saif.com/safety).

**A**  **B**  **C**  **D**  **F**

### 1. A value statement from the superintendent outlining the district's commitment to injury prevention is in place and is communicated to employees.

Opportunities for improvement:

Loosely defined, it's "the way we do things around here" or feelings, emotions, and values from the superintendent, and an outline of the commitment to safety and health. Is it written and discussed with all employees and communicated to principals and supervisors?

**Example statements:**

At (*district name*), no phase of the operation is considered more important than the safety and health of our staff (team, employees, workers). It is our policy to provide and

maintain safe working conditions and to follow operating practices that will safeguard all employees. No job is so important that we cannot take time to do it safely.

It is our policy that everyone is responsible for safe working conditions. At (*district name*), everyone shares equally in the responsibility of identifying hazards, following safety rules, and developing operating practices. All jobs and tasks must be performed in a safe manner.

**A**  **B**  **C**  **D**  **F**

### 2. Superintendent, principals, and supervisors take leadership in injury prevention discussion, actions, and goal setting.

Opportunities for improvement:

At top-level administrative meetings, one of the agenda items should be safety and health. Discussions from each school and department leader should include:

- Incident analysis overview
- Management and employee meetings and interactions
- Innovations and new ideas
- Safety committee update
- Actions taken since last meeting that have, or are expected to have, a positive impact on employee injury prevention efforts

Leaders of top school districts don't necessarily know about injury rates, but they can speak at length about the integration of injury prevention into the business plan as it relates to who is doing what.

Safety goals should be set each year for the District and individual schools. These should be reviewed on a regular basis throughout the year for achievements and deficiencies. Goals should focus first on actions taken to achieve success, not on injury rates.

**A**  **B**  **C**  **D**  **F**

### 3. Principals and supervisors are actively involved with injury prevention.

Opportunities for improvement:

Principals and supervisors represent the first line of injury prevention. To show accountability and responsibility, they should:

- Be a role model: Don't expect employees to do what management won't.
- Communicate the district's vision to employees.
- Monitor employee understanding of safety processes and provide feedback.

- Focus feedback on the positive when they "catch" staff members working safely and provide coaching when someone is working in an unsafe manner.

- Make injury prevention a part of performance evaluations. The most important measurement is not how many injuries they have in their area, but what activities are they doing to prevent injuries?

A  B  C  D  F

#### 4. New employee orientation with safety focus

Opportunities for improvement:

Essential topics at an orientation, at a minimum, should include:

- District’s vision: zero damage to people
- History of the district: tell your story
- Expectations of new employee
- How to report hazards
- Incident/accident reporting process
- Safety committee function
- The new employee’s role in the injury prevention process at the district

- Job-specific hazard identification and control
- Bloodborne pathogen training and hepatitis B vaccine (for those covered by the Exposure Control Plan)

Principals and supervisors need to be involved in the orientation process. Orientation overload is common. Assure that the essentials are separate and over-emphasized if necessary to assure that the new employee understands what makes this district different.

A  B  C  D  F

#### 5. Provide training on hazard recognition specific to employees’ job tasks along with injury prevention techniques. Policies and procedures on the performance of these job tasks should align with the training.

Opportunities for improvement:

For all employees, this training should include, at a minimum:

- How to identify hazards in the workplace and how to control them
- Slip, trip, and fall prevention
- Sprain/strain injury prevention
- Ladder safety – including using the right tool for the job
- Office ergonomics

Department-specific training should include:

- Coach and PE teacher physical participation expectations
  - District policy on participation
  - Options to participation
- Special education injury prevention
- Workplace violence
- Kitchen safety
- Transportation
- Safety for custodians and maintenance
- Bloodborne pathogens training for those covered by the Exposure Control Plan

During training, it is useful to **tell** employees how to perform the task, **show** how it is done, and then have employees **demonstrate** that they can perform the job safely.

A  B  C  D  F

#### 6. Conduct analysis on all employee incidents and injury accidents.

Opportunities for improvement:

Incidents—precursors to accidents—need to be reported and analyzed along with injuries. A strong incident analysis process is an opportunity to fix issues before injuries happen by identifying the system failures that occurred. Principals, supervisors, and the safety committee should be involved and trained in this process.

The district should have an incident reporting and analysis form that is separate from the Report of Job Injury or Illness (form 801) that is sent to the workers’ compensation carrier.

To see accident analysis tools go to [saif.com/analysis](http://saif.com/analysis).

**A**  **B**  **C**  **D**  **F**

### 7. Develop feedback opportunities where injury prevention can be discussed with employees.

Opportunities for improvement:

Superintendents, principals, and supervisors need to create opportunities to discuss injury prevention with employees. This should include providing and receiving feedback on what works and what could be improved. These discussions can be both formal and informal, but they need to be purposeful.

These discussions could include:

- Employee meetings
  - Safety huddles
  - Tailgate meetings
  - Start-of-work meetings
- Individual worker discussions
- Team meetings

**A**  **B**  **C**  **D**  **F**

### 8. A safety recognition program in place that recognizes safety contributions

Opportunities for improvement:

Recognition processes should be in place that reward:

- Hazard identification and recommendations for improvement
- Special achievements
- Engagement in specifically designed activities
- School wide recognition when safety goals are met

It is not necessary for recognition to be in the form of money or prizes. Verbal praise and district recognition can also be valuable.

Recognition or incentive programs that reward a lack of injuries are not recommended. Reward activities, not numbers.

**A**  **B**  **C**  **D**  **F**

### 9. Conduct quarterly hazard inspections of all facilities.

Opportunities for improvement:

Written quarterly hazard inspections are required for each building. Look for hazards in the environment, and look for how employees and students can be

injured. Pay special attention to wood and metal shops, CTE classes, student industrial arts, or student business areas.

**A**  **B**  **C**  **D**  **F**

### 10. Claims management and return-to-work program

Opportunities for improvement:

Top districts have a claim management program with a central contact for workers' compensation claims. They

have a written return-to-work program that offers light duty work and uses available resources.

**A**  **B**  **C**  **D**  **F**

### 11. A district safety committee in place that represents all locations and jobs and meets Oregon OSHA guidelines

**Opportunities for improvement:**

One primary safety committee should be in place for the district that represents the district's overall values. All employees need to understand the importance of this group, which, at a minimum, should:

- Have effective meetings that address safety and employee injury prevention, not human resource or maintenance issues
- Identify the top five hazards for each job and formulate injury-prevention techniques
- Review incident and accident analysis reports and make recommendations for improvement

- Conduct quality hazard inspections with a focus on injury prevention
- Review employee suggestions and make recommendations for improvement
- Monitor all recommendations to ensure completion and confirm that the intended outcome is achieved

All employees should know their Safety committee representative.

Schools are encouraged to have their own safety meetings and share information with the district's committee.

**A**  **B**  **C**  **D**  **F**

### 12. Develop ergonomic procedures to prevent musculoskeletal injuries.

**Opportunities for improvement:**

It is important to understand the ergonomic exposures at your school. This could include:

- Office ergonomics
- Student ergonomics
- Heavy lifting
- Awkward postures
- Forceful exertions
- Repetitive motions

A formal process for assessing risk and making improvements should be in place.

Focus on keeping physical lifting to a minimum. Use equipment such as ladders, carts, desk movers, and bleacher movers to reduce risk. Appropriate patient-lifting equipment should be considered if your school has students with mobility challenges. All equipment should be readily available if it is expected to be used.

**A**  **B**  **C**  **D**  **F**

### 13. Compliance with Oregon OSHA rules

**Opportunities for improvement:**

You need to be in compliance with Oregon OSHA rules to avoid costly penalties, but injury prevention requires much more.

To find further compliance information visit: [osha.oregon.gov](https://www.osha-oregon.gov)

# Summary page

## School district employee safety management assessment

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**A B C D F**

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