# Program-Specific Safety and Health Plan

The content below is adapted from Chapter 2: How to Establish an Effective Occupational Safety and Health and Environmental Safety Program of t[he National Institute for Occupational Safety and Health (NIOSH)](http://www.cdc.gov/niosh/) Safety Checklist Program for Schools. For the full content, go to <http://www.cdc.gov/niosh/docs/2004-101/chap2.html>. A district with no existing safety and health plan **for the proposed program** can use this information as an outline for the development of the safety and health plan. A district with an existing safety and health plan **for the proposed program** can use the information as a checklist to ensure the existing plan contains all of the requisite elements of a safety and health plan, and amend their safety and health plan as needed prior to the submission of the new program application.

| **Developing, Maintaining, and Revising a Safety and Health Plan** | | **✓** |
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| **Leadership** | The superintendent, school principal, vocational director, and top school administrators should all be leaders in implementing the program. They should stay informed and involved. |  |
| **Assure adequate financial resources** | The district must have adequate financial resources to enable the programs to meet current industry and Occupational Safety and Health Administration (OSHA) standards with respect to facilities, safety, equipment, and supplies.  Make sure the appropriate parties (superintendent, administration, teachers) plan for environmental and safety needs during the budget process, so that there are funds to support the program. |  |
| **Alignment with district safety policies and procedures** | The plan is in alignment with and is *supplemental* to the established district safety policies and procedures. |  |
| **Specific to individual CVTE program** | The plan addresses safety and health issues *unique* to the program. Ex. Sanitation in Culinary Arts, Power Tools in Carpentry, Electrical Connections in ISSN, Ergonomics in Programming and Web Development. |  |

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| **Safety and health controls** | The best way to make a process safe for people and the environment is by designing it to be safe. The safety and health controls that are built into a process are referred to as “engineering controls.” Engineering controls are the first in the hierarchy of controls that are used to reduce teachers' and students’ exposure to a hazard. The order in which these controls are considered is as follows: (1) engineering controls, (2) administrative controls, and (3) personal protective equipment (PPE). Engineering controls may include substitution, isolation, enclosure, and ventilation of a process or equipment. Administrative controls include training in hazard recognition and schedule changes or reduced work times to decrease students' exposures. PPE may include respirators, aprons, safety goggles, hard hats, hearing protection, and welding masks. Committees are a useful means for brainstorming ideas about engineering controls or substitute processes. Advice from outside experts may also be helpful. |  |
| **Seek expert advice** | The district should seek expert advice, where needed, which may include outside agencies. The Departments of ESE; Public Health; Labor Standards; EPA; OSHA; the local fire department; or your local branch of the American Industrial Hygiene Association (AIHA) or National Safety Council (NSC) are sources of free advice or referral to an appropriate consultant or organization. |  |
| **Work cooperatively with inspectors from regulating agencies** | Remember that the purpose of regulations is to ensure that employers maintain a safe and healthy work environment. Inspectors can often identify ways to control hazards found during an inspection. |  |
| **Complete NIOSH checklists** | Use the NIOSH checklists to help identify hazards and determine whether or not the program is in compliance with applicable safety and health regulations. Conduct a walkthrough to identify hazards not listed on the NIOSH checklist. |  |
| **Address identified safety issues** | Based on the NIOSH checklists and the input of experts, address any identified safety issues, including the installation of eye washes and/or showers, maintenance operations, heating and ventilating operations, and other processes that use corrosive chemicals or emit irritant aerosols. Check for all required signage. |  |
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| **Alignment with requirements for disposal of materials** | For programs utilizing chemicals, hazardous materials and flammables, look at hazard communication inventory, air permits, hazardous waste records, solid waste records, and medical waste records to identify chemicals or processes that should be substituted, recycled, or prevented. This will ensure the school/district is in alignment with local, state, and federal requirements and codes. |  |
| **Review injury and illness records** | Review reports of injuries, the OSHA Log 300 data (a required employee occupational illness and injury record-keeping system), personal injury claims, and workers' compensation claims to identify whether certain classrooms, buildings, Cooperative Education sites or processes pose an excessive risk. |  |
| **Maintain and update a chemical inventory** | As required by the OSHA hazard communication program, the Superfund Amendments and Reauthorization Act (SARA) Title III, and State hazardous waste regulations, you must record the names and amounts of all chemicals used, the means of disposal used, and the occurrence of any spills or releases on the premises. Ensure an updated Safety Training System (STS) and Safety Data Sheet (SDS). |  |
| **Investigate incidents, spills, and releases** | Chemical release and other incident report forms should have a space to answer, "What were the root causes of the incident or release?" and "What precautions or controls could have prevented the incident or release?" A safety representative or committee member should investigate every incident or release to determine how to prevent such a problem in the future. Employees and students should be encouraged to report "near hits" or "close calls" as well. |  |
| **Policy review and update** | In order to stay current, have a process in place to regularly review and update the safety and health plan with input from Administration, the Program Advisory Committee, the school/district Safety Committee, students and others. |  |
| **Develop written procedures and programs** | Certain processes require written safety procedures in addition to the written safety and health plan. Examples include emergency planning, respiratory protection, vehicle safety, and hazard reporting. |  |
| **Establish a procedure for purchasing goods and services and leasing new space** | Avoiding a hazard is easier than controlling it. Before any purchase of chemicals, equipment, or services, develop a system that may be reviewed by a safety representative or committee member. Similarly, review plans for renovating, constructing, or leasing new facilities. Only keep necessary volumes of materials on hand. |  |

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| **Program-Specific Safety and Health Plan Checklist** | | | **✓** |
| The Program-Specific Safety and Health Plan is a document that addresses all aspects of safety and health **relevant to the specific program**. The Checklist below may assist you in drafting your program-specific safety and health plan. | | | |
| **Introduction** | Does the plan include an introduction orienting readers, including staff, students, and parents/guardians to the safety and health plan and its content? The plan should be written and organized to be easily understood. |  | |
| **Hazard identification** | Does the plan identify all potential hazards of the specific program based on the facilities and equipment (including any program activity outside of the regular classroom)? Is all appropriate signage in place? |  | |
| **Chemical inventory** | Does the plan identify the program-specific chemicals, flammables or other hazardous materials, and include requirements for proper storage and disposal? |  | |
| **Equipment inventory** | Does the plan include a process to record the location of hazardous processes or equipment, and the dates when maintenance or monitoring must be performed? Does the plan also include a process for the inventory of the safety equipment and keeping track of use? Is this information posted? |  | |
| **Personal protective equipment (PPE)** | Does the plan identify any personal protective equipment (PPE ) required for the program, and include the rules and policies regarding when and where PPE is required (e.g., respirators, hearing protection) ? Is this information posted? |  | |
| **Emergency procedures** | Does the plan identify emergency protocol specific to the location(s) of the VTE program? Does the plan answer “How can someone get hurt?” and “How can someone get out of the room(s)?” |  | |
| **Student training** | Does the plan make clear when and how students are trained in safety, including any equipment specific training? |  | |

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| **Student assessment** | Does the plan include how students are assessed on their safety training (such as written or performance tests on safety units or specific equipment)? |  |
| **Teacher training** | Does the plan identify safety training for new and existing VTE program teachers? The plan should describe how new teachers are trained on the Program-Specific Safety and Health Plan, and how existing teachers are trained on any updates to the plan as well as training on any new equipment. |  |
| **Reporting procedures** | Does the plan include a protocol for reporting both potential hazards and injury? |  |
| **Regular safety communication and safety updates** | Does the plan include a means to keep safety foremost on people's minds, including new safety procedures, reminders, and successes? |  |
| **Facility and equipment review** | Does the plan include a procedure for routine inspection of the equipment and facilities? The regular review of facilities and equipment is necessary to ensure a safe and healthy work environment, including local safety, facility, or health inspections. Are there daily, weekly, monthly requirements, and is there a schedule for the required daily, weekly, monthly reviews? |  |
| **Provide regular equipment maintenance, repair, and replacement** | Does the plan describe the procedure for regular equipment maintenance, repair, and replacement? Equipment includes hazardous machinery, safety gear, and the ventilation system. Check that machine guards are in place. Implement maintenance and repair record-keeping system as well. Are there daily, weekly, monthly requirements? |  |
| **Maintenance** | Does the plan include regular maintenance of the facilities? Get rid of rubbish by disposing of it properly. Check to make sure that rubbish, hazardous chemicals, and other trash are properly stored and that exits are not blocked. Excessive storage should be eliminated. |  |