MANAGEMENT LEADERSHIP
Includes Administrators, Faculty, and Employers

Resources: https://www.osha.gov/shpguidelines/docs/OSHA_SHP_Recommended_Practices.pdf

- Administration demonstrates its commitment to eliminating hazards and to continuously improving workplace safety and health, communicates that commitment to workers, and sets program expectations and responsibilities.
- The institution has a plan and system in place for employees/students/stakeholders to report hazards; close calls/near misses, injuries, illnesses and other safety and health concerns. The plan and system includes investigation, recordkeeping and reporting back to employees/students/stakeholders on what action was taken in response to the safety-related reports. The institution also observes OSHA Injury and Illness Recordkeeping and Reporting Requirements.
- Administration at all levels make safety and health a core organizational value, establish safety and health goals and objectives, provide adequate resources and support for the program, and set a good example.
- Efforts, activities, and policies, include the following:
  ✓ Creating a positive health and safety culture; understanding legalities and responsibilities; ensuring regulation; supporting, planning, and rewarding; advertising and marketing.
  ✓ Ensuring that administrators, faculty, staff, and students understand that it’s their right to expect to perform all functions within a safe and healthy environment.
  ✓ Administration implements safety as an accountability component within leadership, faculty, and staff annual performance reviews.
  ✓ Site-specific workplace resource requirements to ensure each facility and program plan identify safety knowledge, skills, and abilities needed by the individual, and provides support and resources so employees accomplish those identified goals.
- Programs develop a 5SH Plan. (Ref: https://www.osha.gov/shpguidelines/docs/OSHA_SHP_Recommended_Practices.pdf)
- Staff safety is reviewed by Program Advisory Committee, submitted to Administration for review and approval, then receives final approval by the Program Advisory Committee.
- A hazard identification and analysis system is recognized as being foundational to a safe and healthy environment, and is implemented to identify basic and unforeseen safety and health hazards, evaluate risks, and prioritizes methods to control. Program follow the OSHA’s Lockout-Tagout Interactive Training Program (Ref: https://www.osha.gov/OSHA3071.pdf).
- Staff safety is reviewed by Program Advisory Committee, submitted to Administration for review and approval, then receives final approval by the Program Advisory Committee.
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WORKER PARTICIPATION
Includes Administrators, Faculty, and Students

Resources: https://www.osha.gov/shpguidelines/docs/Worker_Participation.html

- Workforce participation is implemented in所有的as part of the program—incorporating safety training and awareness, identifying hazards, and training.
- All programs, including contractors and temporary workers, understand their roles and responsibilities under the program and what they need to do to effectively carry out.
- Workers are encouraged and have means to communicate openly with management and to report safety and health concerns or suggest improvements, without fear of retaliation.
- Workers report all work-related injuries, illnesses, or “near-miss” events (which could have caused an injury or illness) through the established institutional reporting system. (Ref: https://www.osha.gov/Publications/osha37.pdf). The programs include a Safety and Health Program that establishes procedures for handling complaints and employee grievances.
- Any potential barriers or obstacles to worker participation in the program (for example, language, lack of information, or disincentives) are removed or addressed.
- Includes the following:
  ✓ Leadership, faculty, staff, and students, and workplace supervisors of students engage in required safety and health training and education.
  ✓ Students keep a weekly job log (for program lab work and work-based learning) that includes identifying challenges and potential safety hazards and describing why (key students) did to reach the challenges and the outcomes.
  ✓ Students regularly complete job hazard analysis process analyses, according to OSHA regulations, following OSHA’s Job Hazard Analysis publication at: https://www.osha.gov/Publications/osha37.pdf.
  ✓ Students and employees report safety issues and concerns through a well-established, structured process that results in review and resolution of reported issues.

HAZARD IDENTIFICATION AND ASSESSMENT
Includes Administrators, Faculty, and Students

Resources: https://www.osha.gov/shpguidelines/docs/Hazard_Identification.html

- Procedures are put in place to continually identify workplace hazards and evaluate risks.
- Safety and health hazards from routine, nonroutine, and emergency situations are identified and assessed.
- An evaluation of exposure to hazards, existing control measures is followed by periodic inspections and reassessments, to identify new hazards.
- Any incidents are investigated with the goal of identifying the root causes.
- Hazard assessments are used to control hazards and prevent injuries.
- Hazard assessments, utilizing processes described in OSHA’s Hazard Identification Training Tool to engage students in training and exercises (Ref: https://www.osha.gov/SHPGUIDELINES/hazard-Identification.html).
- Students conduct routine hazard assessments, utilizing processes described in OSHA's Job Hazard Identification Tool to engage students in training and exercises (Ref: https://www.osha.gov/Publications/osha37.pdf).

HAZARD PREVENTION AND CONTROL
Includes Administrators, Faculty, and Employers

Resources: https://www.osha.gov/shpguidelines/docs/Hazard_Prevention.html

- Employers and workers cooperate to identify and select methods for eliminating, preventing, or controlling workplace hazards. OSHA’s recommended practice for hazard identification, assessment, and control is utilized to predict and mitigate potential hazards. Ref: https://www.osha.gov/Publications/osha37.pdf.
- Controls are selected according to a hierarchy that uses engineering solutions first, followed by safe work practices, administrative controls, and finally personal protective equipment (PPE).
- A plan is devised that ensures controls are implemented, interim protection is provided, progress is tracked, and the effectiveness of controls is verified.
- Includes the following:
  ✓ Students demonstrate knowledge, skills, and abilities to predict potential hazards, use risk assessment processes, and hierarchy of hazard control to implement programs and control hazards.
  ✓ Students utilize resources from the NIOSH Safety Checklist Program for Schools. (Ref: https://www.cdc.gov/niosh/topics/hierarchy/) and other resources.
  ✓ Students learn about and utilize the NFPA 70E standards - requirements for safe work practices to protect personnel by reducing exposure to major electrical hazards, originally developed at OSHA's request, and free availability is at: https://www.nfpa.org/Login.
  ✓ Students educate others about the hazards of arc flash and ungrounded electrical systems, and the use of protective equipment and other systems, including chemical, thermal, and other sources. Program utilize resources, such as OSHA’s Lockout-Tagout Interactive Training Program (Ref: https://www.osha.gov/OSHA3071.pdf).
  ✓ Students learn about and utilize the NFPA 70E standards - requirements for safe work practices to protect personnel by reducing exposure to major electrical hazards, originally developed at OSHA's request, and free availability is at: https://www.nfpa.org/Login.
  ✓ Students learn about and utilize the NFPA 70E standards - requirements for safe work practices to protect personnel by reducing exposure to major electrical hazards, originally developed at OSHA's request, and free availability is at: https://www.nfpa.org/Login.
• All workers are trained to understand how the program works and how to carry out the responsibilities assigned to them under the program.
• Employers, managers, and supervisors receive training on safety concepts and their responsibility for protecting workers' rights and responding to workers' reports and concerns.
• All workers are trained to recognize workplace hazards and to understand the control measures that have been implemented.
• Includes the following:
  ✓ All instructors complete the OSHA 10-hour outreach training. 15-hour expanded OSHA 10-Hour Safety Training. Ref: Operationalizing the OSHA 10-Hour Safety Outreach Training 25 Hours concepts operationalize 10-hour training topics into CTE education/training, where applicable. (Ref: bottom of page)
  ✓ All instructors on-site work-based learning supervisory personnel will complete the 30-hour OSHA Safety Training.
  ✓ Education and Training is informed by OSHA’s Recommended Practices for Safety and Health Programs. – Crosswalk to Existing Standards at: https://www.osha.gov/shpguidelines/docs/SHPs_and_Existing_OSHA_Standards_factsheet.pdf
  ✓ Instructors utilize the NIOSH Safety Checklist Program for Schools at: https://www.cdc.gov/niosh/docs/2004-101/ to teach students how to understand safety regulations, perform safety inspections and maintenance, and comply with safety and health and environmental regulations.
  ✓ Students utilize training tools, such as OSHA’s Hazard Identification Training Tool, in order to learn how to identify hazards. - Ref: https://www.osha.gov/haa/index.html.
  ✓ Training is provided, as required by specific OSHA standards. Ref: Training Requirements in OSHA Standards. https://www.osha.gov/Publications/osha2254.pdf
  ✓ Safety training is identified and provided, as needed as part of each student’s Professional Development plan. Specific additional third-party safety training may be required. Examples Include: Job Safety & Environmental Analysis (delivered with the OSHA 10-hour), Arc Flash: Rigging, Lifting and Cribbing; Adult First Aid w/CPR, FAR/FAA: Electrostatic Discharge, Fall Protection (Including Nacelle Rescue, Top of the Nacelle Rescue, Hub Rescue, Ladder Climbing, Ladder Rescue, and Tower Self Rescue). Students will develop the understanding, knowledge, skills, and abilities to function within a Safety and Health plan framework by graduation.

Program evaluation and improvement includes:

Includes Administrators, Faculty, and Employers

Resources: https://www.osha.gov/shpguidelines/evaluation.html

Control measures are periodically evaluated for effectiveness:
• Processes are established to monitor program performance, verify program implementation, and identify program shortcomings and opportunities for improvement.
• Necessary actions are taken to improve the program and overall safety and health performance.
• Includes the following:
  ✓ Safety becomes formalized within the annual program review and improvement process.
  ✓ Faculty complete an annual safety audit using the revised Safety and Health Program Audit Tool
  ✓ Safety Advisory subgroup annually reviews safety audit, accident and near-miss reports, and reported safety issues, and makes recommendations for updating the program’s strategic plan for the coming year.
  ✓ Program Advisory Committee considers Safety Advisory subgroup recommendations as it updates the program’s annual strategic plan.
  ✓ Program review and improvement is conducted according to guidelines set forth by The Higher Learning Commission of the North Central Association of Colleges and Schools.
  ✓ Administration reviews and, subject to any discussions/adjustments, signs off on the program’s strategic plan.
  ✓ Advisory Committee receives routine updates on program improvement progress to strategic planning goals and objectives throughout the year at its regular meetings.

Program leadership contacts their state OSHA Consultation Service for assistance with unresolved questions regarding identifying potential hazards, OSHA standards and compliance, for educational assistance, and for reviewing safety and health plans [Ref: https://www.osha.gov/dcp/Smallbusiness/Consult_directory.html].

Communication and coordination for employers on multiemployer work sites includes:

Includes Administrators, Faculty, and Employers

Resources: https://www.osha.gov/shpguidelines/communication.html

• General contractors, contractors, and staffing agencies commit to providing the same level of safety and health protection to all employees.
• General contractors, contractors, sub-contractors, and staffing agencies communicate the hazards present at the worksite and the hazards that work of contract workers may create onsite.
• General contractors establish specifications and qualifications for contractors and staffing agencies.
• Prior to beginning work, general contractors, contractors, and staffing agencies coordinate on work planning and scheduling to identify and resolve any conflicts that could impact safety or health.
• Includes the following:
  ✓ Administrators, faculty, and advisory committee work together to establish an effective communication structure for the program.
  ✓ All program stakeholders are included in the program communications structure, including administrators, faculty, advisory committee members, safety subgroup members, students, employers, work-based learning supervisors, etc.
  ✓ Communication and coordination processes are focused on providing students with authentic industry learning and experience.
  ✓ Program leadership serves as the designated host employer for the communications and coordination processes.
  ✓ Program leadership coordinates student work-based learning activities to ensure appropriate learning placement.

COMMUNICATION AND COORDINATION FOR EMPLOYERS ON MULTIEMPLOYER WORK SITES

Includes Administrators, Faculty, and Employers

Resources: https://www.osha.gov/shpguidelines/communication.html

• General contractors, contractors, and staffing agencies communicate the hazards present at the worksite and the hazards that work of contract workers may create onsite.
• General contractors establish specifications and qualifications for contractors and staffing agencies.
• Prior to beginning work, general contractors, contractors, and staffing agencies coordinate on work planning and scheduling to identify and resolve any conflicts that could impact safety or health.
• Includes the following:
  ✓ Administrators, faculty, and advisory committee work together to establish an effective communication structure for the program.
  ✓ All program stakeholders are included in the program communications structure, including administrators, faculty, advisory committee members, safety subgroup members, students, employers, work-based learning supervisors, etc.
  ✓ Communication and coordination processes are focused on providing students with authentic industry learning and experience.
  ✓ Program leadership serves as the designated host employer for the communications and coordination processes.
  ✓ Program leadership coordinates student work-based learning activities to ensure appropriate learning placement.

Program evaluation and improvement includes:

Includes Administrators, Faculty, and Employers

Resources: https://www.osha.gov/shpguidelines/evaluation.html

Control measures are periodically evaluated for effectiveness:
• Processes are established to monitor program performance, verify program implementation, and identify program shortcomings and opportunities for improvement.
• Necessary actions are taken to improve the program and overall safety and health performance.
• Includes the following:
  ✓ Safety becomes formalized within the annual program review and improvement process.
  ✓ Faculty complete an annual safety audit using the revised Safety and Health Program Audit Tool
  ✓ Safety Advisory subgroup annually reviews safety audit, accident and near-miss reports, and reported safety issues, and makes recommendations for updating the program’s strategic plan for the coming year.
  ✓ Program Advisory Committee considers Safety Advisory subgroup recommendations as it updates the program’s annual strategic plan.
  ✓ Program review and improvement is conducted according to guidelines set forth by The Higher Learning Commission of the North Central Association of Colleges and Schools.
  ✓ Administration reviews and, subject to any discussions/adjustments, signs off on the program’s strategic plan.
  ✓ Advisory Committee receives routine updates on program improvement progress to strategic planning goals and objectives throughout the year at its regular meetings.

Program leadership contacts their state OSHA Consultation Service for assistance with unresolved questions regarding identifying potential hazards, OSHA standards and compliance, for educational assistance, and for reviewing safety and health plans [Ref: https://www.osha.gov/dcp/Smallbusiness/Consult_directory.html].