

## Cross-pollinate team tasks and talents by encouraging interaction

One of the key responsibilities of leadership is to ensure that people work effectively together. But building a team from a diverse group of people with a variety of tasks and talents can be a challenge. Employees from different departments may not even cross paths during the day. So, how can you bring your staff together for a collective purpose?

First, provide opportunities for staff to mingle. Coordinate activities such as potlucks or holiday celebrations where people can interact. Gather your group and ask them to introduce themselves and share a fun personal fact, such as favorite vacation spots or the best meals they've ever had.



**A common vision gives the group a sense of belonging and cohesion.**

It's a way to help them make connections about what they have in common with others from different departments. Keep the gatherings simple and do it frequently.

Next, cultivate and nurture a common vision. From this vision, develop goals that will guide the team and include elements that assist all departments. Although a particular project may involve representatives from different units, it's important to show how all departments will ultimately benefit. A common vision gives the group a sense of belonging and cohesion.

Then, help your group understand what role they play. People want to feel they're contributing to a greater cause. When they understand how their tasks and responsibilities play into the organization's goals, they feel empowered. They'll also gain an appreciation for the contributions of other departments when they understand what those departments do on a daily basis. Ensure that those roles and responsibilities are clearly defined to avoid conflict and redundancy.

Nurturing your team is an ongoing process. Changes in staff and projects are natural and will be smoother when everyone is working together.

## Recent legislation revises guidelines for AEDs

Recent legislation, SB 658 (September 2015) and SB 287 (October 2015), has modified the responsibilities of K-12 public schools with respect to the use of AEDs.

**Under current law, SB 658 provides immunity to civil liability for the following:**

- Any person who, in good faith and not for compensation, renders emergency care or treatment by the use of an AED at the scene of an emergency (we'll call this person a "described user").
- A person or entity that provides CPR and AED training to a described user.
- A person or entity that acquires an AED for such

emergency use by a described user, if the acquirer has complied with subdivision (b) of Section 1797.196 of the Health and Safety Code.

- Any physician, surgeon or other health care professional who is involved in the selection, placement or installation of an AED later used by a described user.

**According to Section 1797.196, immunity for the acquiring person or entity requires:**

- Compliance with all regulations governing the placement of an AED.
- Notifying an agent of the local EMS agency of the existence, location and type of AED acquired.

(continued on page 2)



## Revised guidelines for AEDs *(continued from page 1)*

- c. Maintaining and testing the AED according to the manufacturer's operation and maintenance guidelines.
- d. Testing the AED at least biannually and after each use.
- e. Inspecting all AEDs on the premises at least every 90 days for potential operation issues.
- f. Keeping records of the maintenance and testing required by the statute to demonstrate compliance.
  - a. At least once a year, notify workers or other users of the building as to the location of the AED units and provide information about who to contact if they want to voluntarily take AED or CPR training.
  - b. At least annually, offer a demonstration to at least one person associated with the building so that the person can learn how to use an AED properly in an emergency. The building owner may arrange for the demonstration, or partner with a nonprofit organization to do this.
  - c. Next to the AED, post instructions, in no less than 14-point type, on how to use the AED.



### **When an AED is placed in a K-12 school, Section 1797.196 imposes the following requirements:**

The principal shall ensure that the school administrators and staff annually receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of an AED. The principal shall also ensure that instructions, in no less than 14-point type, on how to use the AED are posted next to every AED. The principal shall, at least annually, notify school employees as to the location of all AED units on the campus.

**According to Section 1797.196**, immunity for an owner of any other building where an AED is installed (presumably including COE and school district buildings other than K-12 schools) requires that the building owner does all of the following:

**How this changes former law:** The former requirement that school administrators provide a brochure describing proper use of an AED has been replaced with a requirement that administrators and staff annually receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of an AED. The new law repeals the prior requirement that emergency response plans require immediate notice to 911 and trained office personnel at the initiation of AED procedures. Employee AED and CPR training requirements have been eliminated, as have any requirements that trained employees be on site during regular operating hours. The former requirement that a doctor or medical director be involved in AED placement has been eliminated. The prior 30-day inspection cycle has been reduced to quarterly inspections.

**Under the new law:** SB 287 requires certain occupied structures constructed on or after January 1, 2017 to have an AED on the premises. This includes education buildings with occupancy of 200 or more, but the requirement does not apply to any such structure owned or operated by "any local government entity." Thus, the new law would appear to require AEDs only in private K-12 schools. Of course, even if not required, installation of AEDs in public school buildings may be a good idea.

For a copy of this SIA Member Alert, visit our website at [www.sia-jpa.org](http://www.sia-jpa.org).



## Training in school pesticide use is available online

**T**he Basic course required for annual pest-management training is now available online. Those using pesticides in schools are required to take the Healthy Schools Act training now available through the California Department of Pesticide Regulation.

The Basic course was designed for teachers, custodians and food service workers who use disinfectants or sanitizers as part of their day-to-day work. The course features a section that focuses on safety when disinfectants are used in schools.

The Healthy Schools Act defines Integrated Pest Management (IPM) as a pest-management strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques. It was signed into California law in 2000 and was most recently amended in September 2014.



The online training is approximately one hour. Once completed, staff should print the certificate and keep it with the site's IPM records, per district direction. The Intermediate- and the Professional-level courses will be announced soon. For more information, visit <http://apps.cdpr.ca.gov/schoolipm>. Additional resources are also available on the SIA website at [www.sia-jpa.org](http://www.sia-jpa.org).

### *Struggling to stay motivated?*

## Look at the big picture first, then set mini-goals

**F**eeling overwhelmed at work? Use these tactics to motivate yourself to do more:

- Set reasonable goals.** Look at the big picture and consider where you want to be in life and at work. Identify projects and tasks that will move you closer.
- Break it down.** Large goals can become de-motivating if you don't create a step-by-step plan for reaching them. Split them into smaller steps so you see how to begin. You'll receive a motivation boost each time you complete one of those mini-goals.
- Add in accountability.** Tell your co-workers, your boss or your family about your plans. Commit publicly to your goals and use their faith in and expectations of you to motivate you to act.
- Do something now.** Low morale and motivation levels can encourage procrastination – especially if you feel overwhelmed and unsure of your ability to succeed in digging out. Pick a task, however small, that you can start on today.
- Envision failure's consequences.** If you don't succeed in your goals, what will happen? Although dwelling on the possibility of failure can bring you down, you can gain a boost by acknowledging it and then resolving to avoid it.
- Record your successes.** Create an accomplishment log and record every positive thing you do during the workday. Note when you were able to motivate yourself and when your efforts paid off, even in small ways. Turn to the log for inspiration the next time you need a jolt of motivation. Remembering what you've done will inspire the confidence you need to complete the tasks ahead.

Source: *Communication Briefings*





## WeTip is for sharing

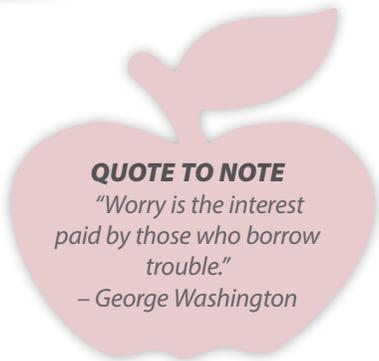
**R**emember to share information about the WeTip program with all new employees and with families who visit your site. You can point out the posters you have around your campus, distribute magnets, and review brochures, SIA newsletters and other written materials that describe the program.

The WeTip program is available to students, school staff and community members who have information about a crime.

**The hotline is available 24 hours a day, 365 days a year.**

The hotline is available 24 hours a day, 365 days a year. Callers to WeTip are totally anonymous, not just confidential. There's no tracing of calls or any way to identify callers. Callers can share the information without fear of being identified.

For more information about the program, contact your district's WeTip liaison or Teresa Franco at SIA at (916) 364-1281 or [tfranco@sia-jpa.org](mailto:tfranco@sia-jpa.org).



### QUOTE TO NOTE

*"Worry is the interest paid by those who borrow trouble."*

*– George Washington*

## Better brainstorming starts with creative freedom

**C**reativity typically doesn't happen in an instant, on time and on schedule. Inspiration usually happens when we least expect it - maybe while driving, during a nap, while working out. So, rather than expecting your team members (and yourself) to be creative "on demand," revamp the process and discuss the ideas team members have thought about throughout their week.

Allow people to think independently and then share their ideas at a meeting. Put off making any decisions about those ideas until everyone has had more time to think about and discuss them.

*Source: Communication Briefings*



## Heat illness prevention resources are a click away

**T**he California Code of Regulations requires all employers to have a heat illness-prevention plan. Review your district's plan and procedures with your staff, especially those who work in the heat. SIA has materials on the website to assist, including a heat illness-prevention plan template, training materials, poster order request forms and more. Visit [www.sia-jpa.org](http://www.sia-jpa.org) and go to the Resources/ Training Toolbox page.

*The material in this newsletter should be part of your Injury and Illness Prevention Plan (IIPP).*

*Keep a copy of this newsletter in your IIPP binder.*



[www.sia-jpa.org](http://www.sia-jpa.org)

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