

Moving forward

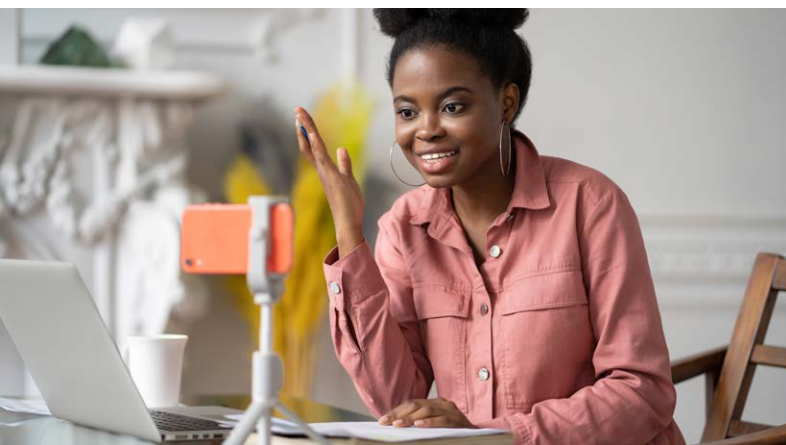
Scoping out the post-pandemic future of work

Lyn Poll, M.S., SIA Prevention Services

Work as we know it has changed significantly in the last year. Many are beginning to question how work will look going forward. What will your work site look like? Where will you work? Will it be at the office or at home? How will you interact and collaborate with your co-workers? What will your work space look like? Although answers to these questions continue to develop, there are some “knowns” that may help us better navigate the “unknowns” and assist with developing the future of the workplace.

Where people work will matter less.

There are now many options available for how work can be accomplished and organizations will need to determine if the work can be completed at home, at the office or both. School sites will still have specific requirements for some students, of course, but we’ve now learned that there are options for everyone. The decisions being made now are important as they can impact the future success of the organization.



Work still needs to be completed.

With the current emphasis on the where and how of work, the fundamental nature of the work itself may be lost in the

discussion. Is this work that can be successfully done at home? On site? Both? Whichever it may be, the work still needs doing and getting the job done should remain the focus.

Collaboration will remain a necessity.

The reliance that people have on each other and the need for people to work together will not change. Work is still a process of inputs and outputs. The strongest organizations will be those that make collaboration succeed regardless of where the employees themselves work each day.

The importance of structural culture.

Organizations may have to reassess, redefine and readjust their organizational culture to fit the future workplace. Mission statements, objectives, expectations and values may need to shift to accommodate a new work model. A strong district culture that motivates everyone to do their best, with leaders who invest in and work with staff, will achieve greater success.

The value of strong leadership.

As COVID-19 lockdowns begin to subside and geography once again plays a greater part in day-to-day work, the role of the leader will become more varied and increasingly more important. Organizations that invest in their leaders in ways that promote and enhance performance changes will be the most successful. Individual leaders who also commit themselves to improving their own skills will become more valuable and will in turn see better results.

Whether you return everyone to the work site, maintain remote work options or do something else, the questions of what daily work will look like and how it will be achieved will remain. By focusing on the “knowns” you can navigate the “unknowns” with greater confidence and ultimately achieve greater success.

Source: [KevinEikenberry.com](https://www.kevinEikenberry.com)





New ADA training resources now available

Learning about the Americans with Disabilities Act (ADA) requirements just got easier with the introduction of two new SIA offerings

Bryan Moffitt, SIA ADA Specialist

ADA Trainings and Presentation

Keep your staff informed and up-to-date with our ADA classroom and field training program. These presentations and on-site school facility accessibility reviews cover the broad range of ADA Title II compliance issues. Our new web page compiles these options into one location and makes scheduling a snap with a quick email.

Classroom presentations cover ADA administrative rule topics such as ADA Coordinator basics, service animals and website accessibility.

Our new field trainings include customized, small-group review of your own district schools for a practical and in-depth updating of your accessibility building standards knowledge.

Please note that all trainings and presentations are in-person only with no virtual options available at this time.

Check out the new web page at <https://www.sia-jpa.org/loss-prevention/americans-with-disabilities-act-ada/ada-trainings-and-presentations/>.

ACCESSIBLE PASSENGER LOADING ZONE

SCOPING When school loading/drop-off zones are provided, accessible loading zone meeting specific technical requirements must also be provided.

REMEMBER Accessible loading zones are not required to be provided on the street side of the building entrance.

TECHNICAL Accessible loading zones must include an adequately sized vehicle pull-up space, a marked passenger load/unload access aisle and an accessible path of travel from the zone to the building entrance being served.

REMEMBER Ensure parking lot design locates accessible loading zones so that vehicles using the park-up space clear all other pedestrian accessible or drive aisles.

TECHNICAL Accessible passenger loading zones are to be marked by the ADA-Approved Sign (1) and may also be marked for informational purposes.

Check out our online training program, A Project Manager's Guide to Accessible Parking and Passenger Loading Zones at www.sia-jpa.org/loss-prevention/360-degree-management-guide-program/information for more detailed information.

ACCESSIBLE PARKING

SCOPING Accessible parking is required in each individual parking area provided (visitor, staff, student) and is calculated separately for each lot.

Accessible Spaces: How Many?

Number of Parking Spaces (Total)	Minimum # of Accessible Spaces	Minimum # of Van Spaces
0-25	2	1
26-50	3	1
51-75	4	1
76-100	5	1
101-150	6	1
151-200	7	2
201-300	8	2
301-400	9	2
402-500	10	2

Designated Van Spaces: How Many?

At least 1 of every 6 accessible spaces must be designated as van accessible.

REMEMBER Parking lots pre-dating 2010 with over 200 spaces should be evaluated to ensure van access to the vehicle near the building entrance being served. Update layout to include additional van spaces during next repaving or resurfacing project.

TECHNICAL Dispersed Accessible Parking: Ensure accessible parking spaces are located on the shortest accessible route from the building entrance being served. Relocate to the appropriate area if needed.

REMEMBER Schools with existing parking areas may be able to coordinate their existing spaces to the parking for closer to the building entrance being served. Improved clearances, pedestrian routes and pedestrian travel distance are key considerations for using this approach.

DISCLAIMER This document is for general informational purposes only and should not constitute legal advice. Note: This information presented is consistent with both the California Building Code (CBC) and the 2010 ADA Standards for Accessible Design (ADA) as amended.

SIA workshops and trainings

Did you know that SIA offers more than 30 different trainings for member districts at no cost? As you plan for the start of the new school year and bring your staff together, consider including a training on communication, stress reduction, injury prevention or physical activity. For a list of topics and how to schedule a training, please visit the SIA website at www.sia-jpa.org.

Accessibility Quick Reference Guides

Thumbing through the California Building Code standards can be challenging and tedious to find the information you need. SIA's new Accessibility Quick Reference Guide series wants to help remedy that.

These unique SIA-developed hardcopy guides will break down individual ADA/California Building Code accessibility building standard topics into practical and understandable content. Extensive graphics and photos demonstrating core accessibility requirements will be featured throughout the series. Accurate and up-to-date building standard information and compact format encourage their use both in the office and in the field.

The recently produced first in the series is *Accessible Parking and Loading Zones*. Upcoming accessibility guide topics include doors and gates access, curb ramps, single-user restrooms and multi-accommodation restrooms.

Each new guide will be mailed to member district Risk Management, M&O and Facilities department staff on our mailing list as they become available. Additional copies are also available by request.

Contact SIA'S ADA Specialist Bryan Moffitt at bmoffitt@sia-jpa.org for more information or to be added to our mailing list.

TECHNICAL

Parking Space Dimensions, Markings and Signage

Typical Perpendicular Dual Accessible Parking Space Layout

Accessible parking spaces must meet technical requirements for full compliance.

TECHNICAL Typical Angled Dual Accessible Parking Space Layout

Angled accessible parking requires extended parking space lengths well over 75 feet to accommodate a standard full-width turn-around aisle.

EXISTING PARKING

Measure both left and right side parking spaces to determine if all 58-foot access aisle length is available adjacent to each space as shown. Many angled spaces are not CBC-compliant.

If not, consider options for converting the accessible parking to a perpendicular or an angled layout. Measuring 15-foot length and from the curb, the difference of perpendicular spaces will park further from the curb and the required vehicle drive aisle width.

If conversion is not possible in the existing parking configuration, consider reconfiguring accessible spaces directly next to major parking areas to remain exempt to meet CBC 11B-502 access requirements.

TECHNICAL

Slopes and Relationship to Accessible Route

Accessible parking must include a pedestrian route that meets all slope and directional requirements from the writing path to the building entrance being served. The route may not require a ramp to meet building vehicles other than their own. This starts with the access aisle and some cases may include a head aisle and wheel stops as shown.

REMEMBER Wheel stops are only required when needed to prevent parked vehicles from obstructing the minimum 60" clear width pedestrian accessible route adjacent to parking. When used, install in both regular and accessible parking spaces.

TECHNICAL Tow-Away Signage

Tow-away warning signage with flat top panels, should be installed in an easily visible location on the vehicle entrance to each regular parking space.



Designed with school district leaders in mind.

Listening to others can lead to a valuable learning experience

Marshall Shimmon, SIA Prevention Services

Do you recall having a conversation with someone who left you feeling inspired, motivated and energized? Even with less human contact because of the pandemic, there are opportunities each day to experience these benefits if we just allow ourselves to be in the moment while talking with others.

As an example, during an SIA Employee Entrance Evaluation (E3) appointment I'll sometimes encounter a candidate who changes my outlook on a particular subject. In fact, most people I meet prove to me that there's more to them than meets the eye once I listen to what they have to say and begin to understand them better.

For a beneficial interaction there must be openness and honesty so as to understand each other's shared values and common interests. Some candidates seem defensive and resistant initially, but soon realize that the appointment is really just about helping them do the best they can. Working as an E3 Technician for over twenty years has taught me how people respond in this testing environment. In order to ensure safety prior to performing a physical ability test, it's crucial to assess any potential health risks. This process involves reviewing medical information and performing physical and general health assessments. An individual may have to address his or her own potential health risks and, if necessary, obtain a clearance from a physician. The process of being evaluated can create stress, even for the healthiest and fittest individuals because the spotlight is on them.

What are some of the attributes of remarkable people I've observed while talking with them? These are the qualities I've found to be the most prevalent and noteworthy:

- Optimism, even amid challenging life circumstances.
- Appreciation for opportunities afforded to them.
- Discipline and a solid work ethic to help achieve goals.
- Sense of humor.
- Calm, collected disposition even during stressful times.
- Non-judgmental attitude.
- Openness to objective information regarding health, safety and personal habits.
- Passion for life.
- Authentic, engaging demeanor.
- Consideration and respect for others.
- Self-motivation.
- Humility.
- Confidence.

Why do some people leave a lasting impression?

They demonstrate their willpower and determination through positive life changes to improve their health. They're receptive to feedback regarding lifestyle choices, then make the changes that create life-enhancing results, such as losing weight, exercising, eating right, practicing self-care and improving mental outlook, all of which can positively affect health. Some individuals on medication for high blood pressure, high cholesterol and diabetes were able to make lifestyle choices that resulted in their doctors' recommending that they no longer needed to take medication. Successful behavior modifications created more control over their lives, along with increased confidence, energy, happiness, sense of well-being and positive interactions with those around them, including me.



Think of everyone as having an entire "universe" in their brains, with vast volumes of knowledge and experiences. It's a form of accelerated learning when individuals can exchange this useful information openly. As a health and fitness professional, I've learned as much from others as I have from conferences and through the pursuit of degrees, certifications and licenses.

Realize that you're an incredible person and that your life experiences and knowledge are valuable to others. Value yourself and the significant information you share with others. Take time to be in the moment and to exchange positive energy with those you encounter. Find value in those around you. You may be surprised by what you can learn from others through conversation. Think about a time in your life when you were able to resolve a problem simply by asking a single question of someone with the answer. Remember also that sometimes there's more than one right answer; it just depends on whom you ask. Sometimes the solution to our problems lies in being able to see multiple perspectives from people we value. Allow yourself to be inspired by those around you - and inspire those around you in return.



The nuts and bolts of playground planning

If your school is considering either a playground update or a full replacement, you'll want to consider the following:

- The playground equipment, containment box, fall material and path of travel to the playground need to comply with the state/federal regulations and standards of the American Society for Testing and Material (ASTM), the U.S. Consumer Product Safety Commission (CPSC), the Americans with Disabilities Act (ADA) and the California Building Code.



- When considering costs, be sure to include any improvements needed for the surrounding area, including the containment box, fall material and path of travel to ensure accessibility.
- Communicate with your district's maintenance and risk management departments about your ideas for playground changes. They can assist with budgeting and planning and will help ensure that your playground meets current regulations and district policies.



- If you need to provide a play area for a preschool program, know that equipment designed for school-age children is not appropriate for children 2 to 5 years old. Even equipment in the kindergarten yard may not be safe for preschool children. The playground equipment manufacturer determines the age of the user for their equipment. The district's liability increases when those age designations are ignored.

- All new playgrounds must receive an audit inspection by a Certified Playground Safety Inspector (CPSI) prior to use. SIA staff can assist with these inspections.

SIA is available to help you with your playground planning. We recommend that you contact us in the early stages to review layout plans and set up an advance site visit for access evaluation. We also have materials available on our website, including inspection checklists, warning labels and training materials. Visit www.sia-jpa.org for more information.



Use WeTip
For more information

contact Teresa Franco at tfranco@sia-jpa.org or 916-364-1281, ext. 1256.



1-800-78-CRIME

SIA premieres *How to Prevent Slips, Trips and Falls* video

SIA recently introduced its latest safety video, *How to Prevent Slips, Trips and Falls*, to help educate and encourage our members to be safe on the job. This short video is packed with reminders on how to protect yourself from injury.

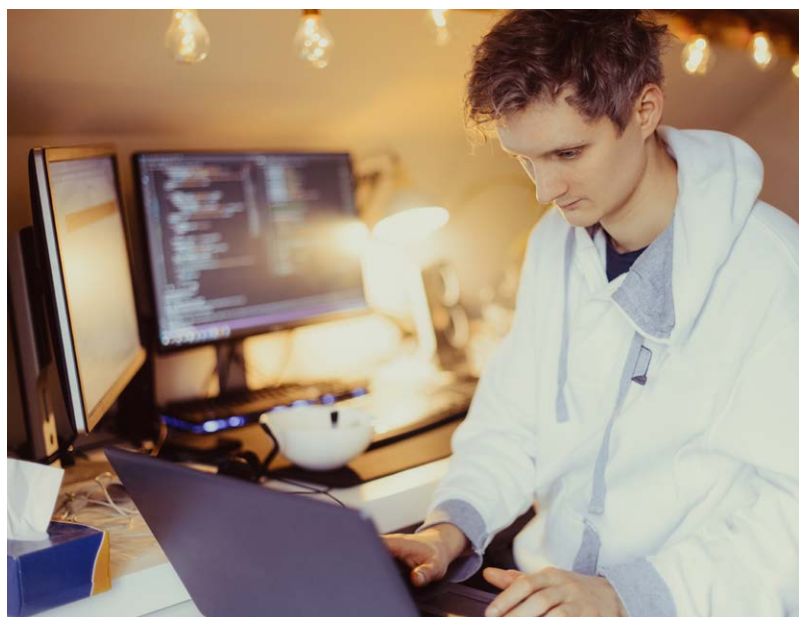
We encourage you to share this video with your coworkers; to view it visit [SIA's YouTube page](#).



QUOTE TO NOTE

"It turns out that trust is in fact earned in the smallest of moments. It is earned not through heroic deeds, or even highly visible actions, but through paying attention, listening, and gestures or genuine care and connection."

– Brene Brown



Virtual ergonomic services

SIA offers virtual ergonomic evaluations for member staff working either from home or at district sites. To make a request, contact your district liaison, who'll submit the required form to SIA. If you're uncertain who your liaison is, contact Lita Chang, SIA Prevention Services, at lchang@sia-jpa.org.



Visit the SIA's website page **COVID-19: Remote Work and Wellness Resources** to access resources for maintaining your mental, physical and financial health. Offerings include recorded training sessions, tips and links. www.sia-jpa.org

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.

RISK REVIEW is published by the Schools Insurance Authority, P.O. Box 276710, Sacramento, CA 95827-6710, (916) 364-1281, 1-877-SIA-KIDS. The SIA is a joint powers authority, composed of 37 members, that collectively provides workers' compensation, liability, property, and health benefit insurance coverage on behalf of its member districts. The SIA school districts are: Arcohe, Atwater, Buckeye, Camino, Center, Central Sierra ROP, El Dorado Co. Off. Ed., El Dorado High, Elk Grove, Elverta, Folsom-Cordova, Galt Elem., Galt High, Gold Oak, Gold Trail, Hayward, Indian Diggings, Kings Canyon, Latrobe, Merced City, Mother Lode, Natomas, North Bay SIA, Pioneer, Placerville, Pollock Pines, Rescue, River Delta, Robla, Sac. Co. Off. Ed., San Juan, Shasta-Trinity SIG, Silver Fork, Twin Rivers, Visions in Education Charter, and Woodland. SIA Officers: Executive Director — Martin Brady; President — Keyshun Marshall, Sacramento City USD; Vice President — Robert Whittenberg, El Dorado Union HSD; Secretary — Michael Borggaard, Elverta Joint SD; Prevention Services Director/Communications — Lisa Tremewan-Konarski; Newsletter: CG Communications