Safe Jobs for Youth

Safety and Health Resources for Massachusetts Cooperative Education Placement Coordinators

Massachusetts Department of Public Health
Occupational Health Surveillance Program
Teens at Work: Injury Surveillance and Prevention Project

Acknowledgements

We would like to acknowledge the help and support of the Massachusetts Association of Cooperative Education and Placement Coordinators in the development and review of these materials. We also appreciate the Massachusetts Department of Elementary and Secondary Education's encouragement for the development of this guide. Safe Jobs for Youth would not exist without tremendous input from both cooperative education coordinators and school administrators.

In developing this guide we also drew on ideas and existing materials from outside the Commonwealth. Specifically we would like to acknowledge The New Jersey Department of Education, Ontario's Ministry of Education, the Labor Occupational Health Program at the University of California-Berkeley, and the National Institute of for Occupational Safety and Health.

2011

Massachusetts Department of Public Health
Occupational Health Surveillance Program
Teens at Work: Injury Surveillance and Prevention Project

Safe Jobs for Youth:

Resources for Cooperative Education Placement Coordinators

Table of Contents

Section 6: Appendix

Section 1: Introduction

Included in this section:

- Why Safe Jobs for Youth
- How to Use this Guide

Why Safe Jobs for Youth

Cooperative education provides students the opportunity to gain knowledge and develop skills not acquirable in schools, but obtainable in work-based settings. Addressing the safety and health of students in cooperative education job placements (co-ops) is critical both to protect students and to help ensure that students develop safety and health knowledge and skills during their work-based learning experience. It is also important for employers, schools and school staff involved in making these placements.

Many cooperative education placement coordinators (co-op coordinators) in Massachusetts already have protocols for assessing safety and health in co-ops, however few formal resources are available to guide in this process. "Safe Jobs for Youth" is meant to fill this gap. Developed with input from the co-op coordinator community in Massachusetts and safety and health experts, it is a resource for co-op coordinators to use in addressing safety and health during placements. While designed specifically for co-op coordinators placing youth enrolled in Chapter 74-approved programs, it may also be informative for other professionals who place teens in jobs.

How to Use this Guide

This guide is divided into five sections: 1) Introduction; 2) Laws Affecting Placements; 3) Assessing Safety and Health Prior to Placement; 4) Assessing Safety and Health During the Placement; and 5) Resources. There is also an appendix which includes all supplementary documents cited throughout the guide, including worksite assessment checklists and materials to share with students, parents and employers, in a printer-friendly format. Materials available in the appendix are indicated throughout the guide with a **diamond**◆.

While we hope this will be a valuable resource, the law does not require that the materials and recommendations in this guide be used or followed. Additionally, this guide should not be used as a substitute for legal advice or to determine compliance with applicable federal and state regulations, although guidance on child labor laws is provided.

"Safe Jobs for Youth" can be used as is, or adapted to fit existing worksite placement procedures. Thank you to all who have contributed content and ideas to the guide. Please e-mail us with any comments or suggestions at teens.atwork@state.ma.us.

Section 2: Laws Affecting Placements

Included in this section:

- Introduction
- MA Vocational Technical Education Regulations 603 CMR 4.00
- Workers' Compensation 452 CMR 1.00-8.00
- Child Labor Laws in Massachusetts
- Massachusetts Deleading and Lead-Safe Renovation Regulations 454 CMR
- Massachusetts The Removal, Containment, or Encapsulation of Asbestos 453 CMR 6.00
- Issues of Liability

Introduction

There are several laws and regulations related to the safety and health of young workers in cooperative education placements. This section focuses on the Massachusetts Vocational Technical Education Regulations and the State and Federal laws and regulations most relevant to Chapter 74-approved programs, and ends with a brief discussion of liability issues.

Vocational Technical Education Regulations 603 CMR 4.00

Chapter 74 of Massachusetts General Laws (MGL) authorizes the Commissioner of Education to establish, oversee and approve vocational and technical education programs. The Vocational Technical Education Regulations (603 CMR 4.00) are the regulations established under Chapter 74 that govern the operation and approval of vocational technical education (VTE) programs offered in public school districts. They also govern the licensure of vocational technical educators and cooperative education coordinators. For example, section 4.10 (3) includes professional standards for cooperative education coordinators. The complete text of 603 CMR 4.00 may be easily accessed at http://www.doe.mass.edu/lawsregs/603cmr4.html.

Section 4.03 (7) of these regulations describes the criteria for the approval of cooperative education programs. The requirements most directly related to job safety and health are discussed briefly below; please see Table 1 (next page) for the full list of approval requirements.

Student Safety and Health Skills (#2)

Although the student enrollment requirements do not specifically refer to safety and health skills, they do require that students have demonstrated the knowledge and skill in the applicable Vocational Technical Education (VTE) Framework. Strand One of each VTE Framework is Safety and Health.

Supervision by the Employer (#6)

Employers who provide job placements must provide continuous supervision of the students. Note that "close supervision by a qualified and experienced person" is required by child labor laws if co-op students are doing tasks that are usually prohibited for youth but allowed as special exemptions in cooperative education programs (see the list of exemptions on page 6).

Safety in the Written Agreement with the Employer (#8)

The written agreement signed by the employer, school, parent and teen should specify that the employer will comply with:

- OSHA standards
- State and Federal Child Labor Laws
- Workers' compensation regulations

Safety and Health Orientation Specific to the Site (#9)

Safety and health training provided in schools as part of the program of study provides important foundation skills. However, this training does not relieve the employer from providing job-specific safety and health training to co-op students. Employers must provide safety and health training specific to the jobs of the co-op students.

Workers' Compensation

The Massachusetts Department of Industrial Accidents (DIA) is responsible for overseeing the Workers' Compensation system in Massachusetts. As highlighted in 603 CMR 4.00 (referenced above), an employer that takes on a co-op student must comply with Massachusetts workers' compensation regulations. Therefore, any student on co-op must be covered by the host employer's workers' compensation insurance.

To aide in the oversight of the MA Workers' Compensation system, the DIA maintains a database that can be searched to verify an employer's coverage (see *Resources*, p. 44).

For more details on the laws and regulations, visit the links below.

452 CMR 1.00-8.00 (DIA)
http://www.mass.gov/dia

M.G.L. Chapter 152 (MA General Laws)
http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXXI/Chapter152

Table 1. Requirements for Approval of Cooperative Education Programs 603 CMR 4.03 (7)

Each approved program shall:

1. be supervised by a person holding a Vocational Technical Cooperative Education Coordinator license or Vocational Technical Teacher license in the cooperative education program area;
2. enroll only those students who are enrolled in an approved vocational technical education program and who have demonstrated the acquisition of the knowledge and skills in the applicable Vocational Technical Education Framework and the Massachusetts Curriculum Frameworks associated with at least one and one half years of full time study in the vocational technical cooperative education program area, and in no case enroll students earlier than midway through the junior year;
3. be offered only during time not scheduled for academic classes during the school year, and may include summer programs;
4. provide students the opportunity to acquire knowledge, and develop skills not acquirable in a school-based setting but acquirable in a work-based setting;
5. provide competency-based assessments;
6. provide students with continuous supervision by the employer;
7. provide students with vocational technical credit;
8. provide a written agreement between the school, employer, student and parent/guardian delineating the conditions of the employment including, but not limited to, hours, wages and time-off. The agreement shall include the skills to be acquired by the student. The employer shall agree to meet all applicable requirements of state and federal labor laws and regulations including, but not limited to, those addressing worker compensation insurance, equal employment opportunity and occupational safety and health;
9. provide safety and health orientation specific to the site for all employee-students; and provide sufficient supervisory visit time between the student, employer and the school's cooperative education coordinator or appropriate vocational technical teacher. Supervision shall be coordinated to allow for the joint participation by all parties including the vocational technical teacher. The school's cooperative education coordinator or vocational technical teacher shall conduct regular supervisory activities at the work site to ensure that the agreement is being followed and to update the student's competency attainment file.

Child Labor Laws in Massachusetts

There are both federal and state child labor laws that apply in Massachusetts. These laws establish minimum ages for employment, limit the hours and times of day youth under age 18 can work, and prohibit employment of youth under age 18 in jobs that are considered too hazardous. The prohibited jobs are referred to as "hazardous orders." There are some exemptions to the hazardous orders for student-learners. The Massachusetts Child Labor Laws also require working youths under age 18 to obtain work permits.

Prohibited Occupations and Exemptions for Students 16 and 17 Years of Age in Massachusetts Cooperative Education Programs

While co-op coordinators should be familiar with the child labor laws in general, the most important things to be aware of in placing youth are the prohibited occupations and student-learner exemptions, and requirements for work permits.

Listed below are portions of the federal and state child labor laws that apply to 16- and 17-year-olds. (Additional restrictions apply to 14- and 15-year-olds.) There are some federal and state exemptions for student learners participating in cooperative education programs, which are starred* in the list below. Table 2 specifies the conditions under which these exemptions apply.

Prohibited jobs for persons under 18: (student-learner exemptions are starred *)

- Drive a vehicle, forklift, or work assist vehicle (except golf carts in certain circumstances)
- Ride as a passenger on a forklift
- Operate, clean or repair power-driven meat slicers, grinders or choppers *
- Operate, clean or repair power-driven bakery machines (except for certain countertop models and pizza dough rollers)
- Work 30 feet or more above ground or water *
- Handle, serve, or sell alcoholic beverages
- Use circular, chain or band saws; guillotine shears; wood chippers; and abrasive cutting discs *
- Use power-driven woodworking machines *
- Use, service, drive or work from hoisting machines →
- Operate or load power-driven balers, compactors, or paper processing machines *
- Use power-driven metal-forming, punching, or shearing machines *
- Use buffing or polishing equipment *
- Manufacture brick, tile, or kindred products
- Manufacture or store explosives
- Work in excavation *
- Work in forest fire fighting, forest fire prevention, timber track operations, and forestry service
- Work in wrecking, demolition, or shipbreaking
- Work in logging, sawmilling, or mining
- Work slaughtering, packing, or processing meat and poultry *
- Work in railway operations *
- Work in roofing or on or about a roof *
- Work in foundries or around blast furnaces *
- Work manufacturing phosphorus or phosphorus matches *
- Work where they are exposed to radioactive substances

As of July 19, 2010, there is **no longer an exemption** for persons under 18 to use **power-driven patient lifts**.

- Work as a firefighter or engineer on a boat *
- Oil or clean hazardous machinery in motion *
- Work in any job requiring the possession or use of a firearm

Table 2: Conditions under which Exemptions to the Hazardous Occupations Orders apply to Student Learners (29 C.F.R. §570.50(c) and M.G.L. Chapter 149, Section 62A)

1. the student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school; and
2. such student-learner is employed under a written agreement which provides:
    a. that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training,
    b. that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person,
    c. that safety instruction shall be given by the school and correlated by the employer with on-the-job training, and
    d. that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

A high school graduate may be employed in an occupation in which training has been completed as provided in this paragraph as a student-learner, even though the youth is not yet 18 years of age.

A full compilation of the **State and Federal Child Labor Laws for Co-op Students◆** is included in the appendix of this manual. Specific and detailed information on the federal and state exemptions can be found by visiting the two links below.

Child Labor Bulletin 101 (U.S. Department of Labor):
http://www.dol.gov/whd/regs/compliance/childlabor101.pdf

M.G.L. Chapter 149: Section 62A (MA General Laws):
http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXXI/Chapter149/Section62a

This information is also included in the Chapter 74 Manual.

Child Labor Regulations for Agriculture

There are special child labor regulations for employers in agricultural industries. However, these laws only apply to working youths under age 16 and, since co-op students must be at least 16 years of age, they are not discussed in this guide. For more information, or the full text of these laws, please visit one of the following links.

Child Labor Bulletin 102 (U.S. Department of Labor):
http://www.dol.gov/whd/regs/compliance/childlabor102.pdf

M.G.L. Chapter 149: Section 62A (MA General Laws):
http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXXI/Chapter149/Section62a

Work Permits

All teens under age 18 must obtain a work permit from the school district where they live or go to school, for each job held. For more information, visit the website of the Department of Labor Standards at: www.mass.gov/dos/youth.

In place of the standard work permit, a special Cooperative Education Employment Permit must be obtained by all minors who will be employed in cooperative education. The permits are issued by the superintendent of the school district where the minor is enrolled in a Chapter 74 program (accessed through the Security Portal on ESE's website). The permit is retained by the employer, but returned to the student when the co-op ends; the student returns the permit to either the Superintendent or co-op coordinator when the permit expires.

Hours for 16- & 17-Year Olds

- Only between 6 am & 10 pm on nights preceding a regularly scheduled school day
- If the establishment stops serving customers at 10 pm, the minor may be employed until 10:15 pm
- Only between 6 am & 11:30 pm on nights *not* preceding a regularly scheduled school day, except in restaurants and race tracks until midnight

Maximum Hours

- 48 hours per week
- 9 hours per day
- 6 days per week

Massachusetts Deleading and Lead-Safe Renovation Regulations 454 CMR 22.00

It is important to be informed of lead regulations when placing vocational students in co-ops. This is particularly important because of the requirement for co-op students to hold jobs related to their area of study, as some industries, by nature, involve possible exposure to lead.

As a protective measure for workers of all ages, the Massachusetts Department Labor Standards (DLS) developed Deleading and Lead-Safe Renovation Regulations, **454 CMR 22.00**: http://www.mass.gov/Elwd/docs/dos/lead_asbestos/RRP%20Rule/Lead_454CMR22%2000.pdf. These regulations were **updated on July 9, 2010** to incorporate additional safety measures included in a national Renovation, Repair and Painting (RRP) Rule issued by the Environmental Protection Agency (EPA) on April 22, 2010.

Per Massachusetts law, **no person under age 18 should be working on any projects involving the disturbance of lead**; this is important to consider for *all* student placements, especially those falling within the Construction Occupational Cluster:

> *22.03 (12) (c): Requirements Pertaining to the Use of Personnel for Renovation and Deleading Work.* Persons must be at least 18 years of age to perform any Deleading Work or Renovation Work which results in the disturbance of lead paint or to receive licensure or certification in any deleading or renovation discipline pursuant to 454 CMR 22.00.
>
> *22.11 (6): Prohibition on the Use of Minors.* No person under the age of 18 shall be employed to work on any Renovation Project. (Note: except when it is proven that no lead is present)

For example: It might be standard practice to place construction students in a co-ops involving housing construction. However, *renovation* construction work can cause disturbance of lead if lead paint is present. Because of the exposure risk, despite the relevance to the area of study, students may not work on renovation projects (except where strict guidelines are met per 454 CMR 22.11 (1) to ensure no lead is present).

Additionally, under the updated regulations, all contractors, firms or other entities that perform paid renovation, repair or painting work must be licensed as Massachusetts "Lead-Safe Renovation Contractors," unless the contractor was certified by EPA in accordance with the national RRP prior to July 9, 2010 (in which case the entity should have a "Contractor Licensing Waiver" from DLS). Contractors should also comply with all other requirements for the work, including those relating to Certified Lead-Safe Renovator Supervisors, and comply with work practices and recordkeeping.

This licensing rule applies to any paid renovation or repair work that disturbs more than negligible amounts of lead paint in pre-1978 housing. This includes all structures, including child-occupied facilities (any setting visited regularly by the same child under age 6, i.e. daycare), except housing for the elderly or persons with disabilities or zero-bedroom housing. Types of work covered by the rule include, but are not limited to, painting, painting preparation, sanding, burning, wall removal, weatherization work, and window replacement.

For more details about the law, including Frequently Asked Questions, visit the Department of Labor Standards website at http://www.mass.gov/dols, or call (617) 969-7177.

Massachusetts Removal, Containment, or Encapsulation of Asbestos 453 CMR 6.00

It is important to be informed of asbestos regulations when placing vocational students in co-ops. This is particularly important because of the requirement for co-op students to hold jobs related to their area of study, as some industries, by nature, involve possible exposure to asbestos.

As a protective measure for workers of all ages, the Massachusetts Department Labor Standards (DLS) developed The Removal, Containment, or Encapsulation of Asbestos, **453 CMR 6.00**: http://www.mass.gov/Elwd/docs/dos/lead_asbestos/asbestos/asbestos_regulations.doc
These regulations are to be used alongside additional safety measures included in OSHA (Occupational Safety and Health Administration) Standards 29 CFR 1910 and 29 CFR 1926.

The DLS requires the licensing of companies and certification of all workers who perform "Asbestos Work" or "Asbestos Response Actions." "Asbestos Work" is any activity focused on the removal, enclosure, or encapsulation of asbestos or asbestos-containing material. This includes, but is not limited to, work involving renovation, repair, or demolition of a facility, and the replacement of furnaces or boilers that are covered or coated with asbestos-containing material. "Asbestos Response Actions" are any operations that disturb more than three square feet of friable asbestos in structures or components other than pipes, ducts or wires. (Friable asbestos is that which can be easily disturbed and become airborne—e.g. crumbled or reduced to powder by hand pressure).

Per Massachusetts law, **no person under age 18 should be working on any Asbestos Work or other Asbestos-related work requiring certification**.

> *6.03 (13): Requirements for the Use of Personnel*. The following shall apply to the use of personnel for Asbestos Work: *6.03 (13) (b):* Persons must be at least 18 years of age to perform any Asbestos Work or to receive certification in any asbestos-related discipline pursuant to 453 CMR 6.00.

While this means that workers under the age of 18 are not allowed to participate in any Asbestos-related work requiring certification, they *are* allowed to carry out "Small-Scale" asbestos projects or "Asbestos Associated" projects; while workers are not required to be certified for these smaller scale projects, they *must* be trained by a DLS certified training provider.

> *6.13 (1) (a): Exemption from Licensing and Certification Requirements; Requirements for Training*. Persons or entities who carry out Small-Scale Asbestos Projects need not be licensed as Asbestos Contractors or certified as Asbestos Workers or Asbestos Supervisors, provided that all persons participating in the work have received the Asbestos Associated Project Worker training specified by 453 CMR 6.10(4)(h), the Asbestos Worker training specified at 453 CMR 6.10(4)(c) or the Asbestos Supervisor training specified at 453 CMR 6.10(4)(c) and provided that the work is conducted in accordance with the applicable provisions of 453 CMR 6.13.

"Small-Scale" and "Asbestos-Associated" projects include operations that disturb three or fewer linear feet of asbestos located on structures or components other than pipes, ducts or wires, and that are not focused on the removal, enclosure, or encapsulation of asbestos or asbestos-containing material. Types of work covered by the rule include, but are not limited to, general building maintenance, electrical and low voltage wiring, plumbing, carpentry, masonry, HVAC and heating service.

For more details about the law, including Frequently Asked Questions, visit the Department of Labor Standards website at http://www.mass.gov/dols, or call (617) 969-7177.

Issues of Liability

When using the resources in this guide, it is important to keep issues of liability in mind. Since situations surrounding questions of liability are extremely variable and each school district may have slightly different laws and policies, there is not one single comprehensive way to address this issue. However, following are some recommendations for how to get information on addressing liability in cooperative placement situations.

To get answers to the questions you may have about your own liability with respect to placing students in cooperative placement jobs, the best place to start is with your school administration:

- Find out what your school district's insurance coverage is.
- Suggest that the district's attorney or a representative from the insurance company, do a presentation on liability issues.

You may also at any time refer back to a specific student's cooperative education agreement (sometimes called a contract), which is a document reviewed and signed by all parties involved in a student worksite placement, and that outlines the expectation and responsibility of all parties involved. For more information on the cooperative education agreement, please see Section 3.

In general, if you are performing your job as a Co-op Coordinator according to all rules and regulations required of the position, and are acting responsibly as an adult and teacher, you have likely done all you can to protect yourself. Obvious signs of unsafe situations and complaints from students should never be ignored, but even with the use of the materials in this guide, there is no guarantee that a worksite and work activities will be completely safe.

Section 3: Assessing Safety & Health Prior to Placement

Included in this section:

- Introduction
- The Co-op Agreement
- Questions to Ask the Employer about Safety and Health
- Tips for Talking with the Employer
- Worksite Safety and Health Assessment Checklists
- The Final Assessment
- Working with Students and Parents Prior to Placement

Introduction

When establishing a new placement, or teaming up with an employer for which co-op students have previously worked, it is necessary to assess the safety and health of the placement. This involves talking with the employer about policies and procedures that affect employee safety as well as the safety and health training the student will receive. It is also important to do a worksite walkthrough to observe the work environment. While no one, not even full time safety professionals, can guarantee that a workplace will be safe, it is possible to take reasonable steps to assess the employer's commitment to maintaining a safe workplace and helping students develop safety and health skills.

Because co-op coordinators have differing ways of gathering information about potential worksites, the resources in this section are intended to be used in whole or in parts to best meet the needs of individual situations. For example, while some coordinators may prefer to have a conversation with the employer before visiting the worksite, others may choose to incorporate important questions into the worksite walkthrough process.

This section begins with a general discussion of the Co-op Agreement, which provides a basis for understanding the tasks the student will be doing. Next are suggested questions to ask the employer about worksite safety and health including the safety training that will be provided to the student. Included are some tips about how to raise safety and health issues in talking with the employer and conducting the worksite walkthrough.

The next part of this section includes *Worksite Safety and Health Assessment Checklists* that can be used when conducting the worksite walkthrough. There is a general checklist for use at all worksites, and cluster-specific checklists for use in conjunction with the general checklist. Finally, there is a final assessment piece to help review the worksite's safety policies and procedures, and how the employer and/or supervisor will keep students safe while on the job.

This section ends with recommendations on what worksite safety and health information to review with both students and parents prior to co-op placements, and suggestions on how to go about doing so.

The Co-op Agreement

As a cooperative education placement coordinator, it is required by law that you have in writing the scope of the work the student will be performing during his or her placement; this may include what equipment the teen will be using to perform work. It is also critical to know who will be directly responsible for the safety and well-being of the student throughout the placement. As stated in 603 CMR 4.03(7), the Cooperative Education Agreement (or Contract), should outline the conditions of employment, including hours, wages, time off, and skills to be acquired by the student; it also includes the responsibilities of the employer.

> **"Each (chapter 74) approved program shall:** provide a written agreement between the school, employer, student and parent/guardian delineating the conditions of the employment including, but not limited to, hours, wages and time-off. The agreement shall include the skills to be acquired by the student. The employer shall agree to meet all applicable requirements of state and federal labor laws and regulations including, but not limited to, those addressing worker compensation insurance, equal employment opportunity and occupational safety and health**"** - ***M.G.L. 603 CMR 4.03***

At a minimum, it should be signed by the following individuals, before the student begins:

- Employer Representative
- Placement Coordinator and/or School Principal
- Student
- Student's Parent or Guardian

Both the employer and the school keep a copy of the agreement on file. While a co-op agreement is required, it is important to note that the format, information requested, and specific signatures required on agreements vary from school to school. A sample **Co-op Agreement Form◆** (non-school specific) is provided in the appendix.

Thinking about the agreement as a document that benefits the employer as well as the student and school can be a point to stress with employers. By clearly laying out the details of the student co-op, the agreement aims to promote a positive co-op experience and protect all parties involved.

Questions to Ask the Employer about Safety and Health

When speaking with the employer, have them be as specific as possible in defining the job that the student will be doing during the placement. The more details gathered about the worksite and tasks the student will perform, the more effective the assessment.

Following is a list of recommended questions about safety and health to ask the employer prior to making a placement—either during initial discussions or during a worksite visit. Answers to these questions should help to better understand safety aspects of the placement and the employer's commitment to workplace safety and health. **Questions to Ask the Employer about Safety and Health◆** are also included in the appendix as a worksheet.

The Basics

- What will be the student's job title and description?
- What are the specific knowledge and skills the student will acquire while performing the job?
- What equipment will the student be using as part of the job?
- Who will be the student's supervisor?

Safety and Health Questions

Potential hazards

1. What are the main occupational safety and health hazards that the student may be exposed to while doing the tasks assigned during the placement? (See examples of hazards to consider in the Box.)
2. What kinds of protection does the student need? Identify the personal protective equipment (PPE) and measures required for this placement. If PPE is required, who will provide it?
3. What are significant safety and health hazards at the worksite that are not related to the student's tasks but must be avoided? (e.g. confined space, forklifts, walk-in freezers).

Some Hazards to Consider

- Working from heights
- Work with or around chemicals, including **asbestos** or **lead**
- Machinery with moving parts that require guards or lock out procedures
- Regular or prolonged exposure to hot or cold conditions (e.g. molten metal, freezers, outdoor work)
- Use of power tools
- Entry into confined spaces such as silos
- Contact with infectious diseases, people or things, or **bloodborne pathogens**
- Proximity to mobile equipment such as forklifts, order pickers, vehicles
- Violence
- Heavy lifting
- Repetitive movements (e.g. typing)

Safety and Health Training

4. Which of the following trainings will be provided to the student?

__New employee orientation to safety and health
__On-the-job training about specific hazards and their controls
__Training about evacuation and other emergency procedures
__Personal protective equipment training, if applicable
__Hazard communication training (Right to Know), if applicable (i.e. exposed to chemicals)
__Workplace violence training
__Sexual harassment training
__Other workplace safety and health training, such as monthly in-service trainings or regular tool box talks

Workplace Safety and Health Policies and Procedures

5. What are the procedures for the student to follow in case he or she is injured or has a medical emergency on the job?
6. What are the procedures for a student to follow if he or she has concerns about safety and health hazards?
7. Do you routinely inspect the workplace to identify workplace safety or health hazards?

Safety and Health Contacts

8. What is the name and telephone number of the person responsible for handling occupational safety and health issues at the worksite?
9. Who provides your workers' compensation coverage? Please provide a copy of your certificate.

Tips for Talking with the Employer

Most talks with employers about safety and health should not be difficult, but sometimes the conversation can feel awkward even when you expect the employer will provide an appropriate co-op placement. For those situations, the suggestions below may help to discuss safety and health with the employer and getting the information you need.

Offer Safety and Health Resources

While it is ultimately the employer's responsibility to maintain a safe physical worksite and policies that reinforce employee safety and health, you may choose to make them aware of your ability to provide safety and health resources throughout the co-op, in return for them agreeing to host a co-op student. Strategies might include the following:

- Providing the employer with safety and health resources specific to serving as a co-op placement worksite. The **Employer Tips◆** guide in the appendix of this manual, on how to promote a safer co-op, can be handed to employers during the worksite visit.
- Helping the employer identify the appropriate state agencies for any safety and health questions they may have. The employer resources listed in Section 5 cover Child Labor Laws, worker's compensation, and more.

By offering these resources, it will demonstrate that you are dedicated to students' safety and health and encourage the employer to continue thinking about it, too.

Worksite Safety and Health Assessment Checklists

As indicated in the Chapter 74 Manual for Vocational Technical Cooperative Education, and suggested in Section 2, "A critically important part of the cooperative education coordinator's job is to visit the cooperative education site prior to the finalization of the cooperative education agreement. Although the coordinator is not a safety expert per se, he/she is qualified to perform a basic assessment of the site."

The checklists in this section are meant to guide cooperative education coordinators in doing a basic assessment of the safety of a worksite. These checklists should not be used to determine compliance with applicable federal and state regulations. Even with the use of these checklists, there is no guarantee that a worksite and work activities will be safe.

Following is a **general checklist◆** and **cluster checklists◆** categorized by Chapter 74 Occupational Clusters. It is recommended that the general checklist be used for all worksites, and the previously discussed safety and health questions be used as a supplement.

A note about conducting workplace safety assessments: Before performing a safety assessment during a worksite visit, consider your familiarity with the hazards in the particular industry you are assessing. If you are unfamiliar with an industry and feel you may need technical assistance, find someone who can assist you, such as an instructor from the appropriate shop in your school.

Another option is to take photos while at the workplace (if permitted by employer) and bring them back to be reviewed by someone with more expertise in that vocational area. For example, if you are looking at a piece of machinery but are unsure if it has proper guarding, take a picture and have it reviewed by a shop teacher, or an expert from an outside agency such as the Massachusetts Department of Labor Standards (contact information on page 48). You can also learn about equipment by visiting the school shops and talking with the teachers throughout the year.

Occasionally, a work placement will have multiple or "moving" worksites, such as in construction or landscaping. If this is the case, it is recommended that you visit at least one of the worksites, but more importantly, focus on the workplace policies and practices of the employer. The "Questions to Ask Employers about Safety and Health" can help with this.

Finally, while very few Massachusetts worksites are ever inspected by OSHA (fewer than 2% annually), a tool that may be useful in preparing for a worksite visit is OSHA's online Integrated Management Information System (IMIS). This online OSHA database allows a user to type in an establishment name and search to see if that establishment has ever been inspected by OSHA, and if it has been cited for violations of safety or health standards.

There are different types of violations for which OSHA may cite a worksite. The most serious of these is a 'Willful Violation,' issued when the employer is found to have intentionally and knowingly disregarded an OSHA safety standard that posed risk to one or more employees. A worksite that comes up in IMIS with a Willful Violation generally should not be considered for a co-op placement. If you have questions about an establishment that appears in the IMIS database, you can call the OSHA area office in which the establishment is located). More information on IMIS, and OSHA contact information, can be found in Section 5: Resources (pages 45 and 48).

General Worksite Safety and Health Checklist

Employer:			
Address:			
Phone:		**E-mail:**	
Supervisor:		**Student:**	

Name of person(s) doing the worksite visit: **Date:**

This checklist may be used to help assess safety and health conditions at the worksite; it addresses aspects of safety and health that are mostly observable during a worksite assessment. It does not cover all possible hazards and cannot be used to determine compliance with applicable federal and state regulations. Questions are framed so that **"Yes"** is positive, **"No"** is a potential negative indicator, and **"N/A"** means the question is not applicable to this particular worksite. The **"Comments"** column is for clarifications to the answer of any particular question.

Other critical information is gathered by talking with the employer about training, workplace safety and health hazards, and policies and procedures. Together, the information gathered from the assessment should provide you with a sense of the employer's commitment to workplace safety in order to determine if the placement is acceptable for the student.

General Health and Safety

	Yes	No	N/A	Comments
Are work areas orderly and clean?				
Is material handling equipment in good condition/free of apparent damage? (e.g. trucks, dollies, carts)				
Are containers of chemicals or other substances labeled with product names or ingredients?				
Are containers with chemicals securely covered/closed?				
Is there adequate lighting for the work?				
Does the job site provide adequate restrooms with hand washing facilities?				
Do objects that require lifting by a single person weigh less than 30 pounds?				
Are computer workstations and equipment sufficiently adjustable so workers can make changes while performing computer tasks?				
Are materials properly stored so as not to create a falling or tripping hazard?				
Are work areas free of high noise levels? (Do you have to shout to have a conversation at 3 feet?)				
Are Material Safety Data Sheets (MSDS) onsite and available to employees?				

Electrical

	Yes	No	N/A	Comments
Are plugs and electrical outlets in good condition?				
Is wiring insulated, and cords free of fraying or deterioration?				
Are extension cords grounded (three-pronged)?				
Are power strips used correctly? (plugged directly into outlets, not used for high voltage items, e.g. refrigerators)				

Vehicles

	Yes	No	N/A	Comments
Are seat belts available for all riders?				
Are keys removed from motorized equipment when not in use?				
Are workers operating motor vehicles licensed?				
Are workers operating hoists/cranes licensed?				

Emergencies/Fire/Evacuation Procedures/First Aid

	Yes	No	N/A	Comments
Are emergency exits clearly visible and marked by readily visible signs and arrows?				
Are emergency exit doors free of locks, chains or fastenings that would prevent free escape from inside the work area?				
Are there at least two emergency exits from the work area or building?				
Are emergency exit paths out of the work area free of obstructions?				
Are emergency telephone numbers for the worksite posted in a public area (e.g fire, department, police, hospital, poison control)?				
Is there an automatic fire alarm and fire detection system?				
Are alarm pull-boxes and fire extinguishers clearly visible and easily accessible?				
Are fire extinguishers up to date?				
Is the worksite or building equipped with an automatic sprinkler system?				
Are eyewash stations and/or safety showers available in areas with hazardous chemicals?				
Are first aid supplies available?				

Workplace Violence

	Yes	No	N/A	Comments
Does the worksite have exterior lighting during evening and nighttime operating hours?				
Does the worksite have a security surveillance system of public areas?				
Does the worksite have a security alarm system?				

Chapter 74 Occupational Clusters

Agriculture and Natural Resources Agricultural Mechanics Animal Science Environmental Science and Technology Horticulture	**Arts and Communication Services** Design and Visual Communications Graphic Communications Radio and Television Broadcasting
Business and Consumer Services Cosmetology Fashion Technology Marketing Office Technology	**Construction** Cabinetmaking Carpentry Construction Craft Laborer Electricity Facilities Management Heating-Ventilation-Air Conditioning-Refrigeration Masonry and Tile Setting Painting and Design Technologies Plumbing Sheet Metalworking
Education Early Education and Care	**Health Services** Dental Assisting Health Assisting Medical Assisting Operating Room Technology Practical Nursing
Hospitality and Tourism Culinary Arts Hospitality Management	**Information Technology Services** Information Support Services and Networking Programming and Web Development
Manufacturing, Engineering and Technological Biotechnology Drafting Electronics Engineering Technology Machine Tool Technology Major Appliance Installation/Repairing Metal fabrication and Joining Technologies Robotics and Automation Technology Stationary Engineering Telecommunications – Fiber Optics	**Transportation** Automotive Collision Repair and Refinishing Automotive Technology Diesel Technology Marine Service Technology Power Equipment Technology

Agriculture and Natural Resources Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Are ladders/stepladders readily available for use?				
Are ladders in good condition? (e.g., no missing rungs)				
Are ladders in use set up on secure, even surfaces, and footed when necessary?				
Are employees wearing PPE?				
Safety glasses/goggles				
Hearing protection				
Respirators				
Gloves (leather, rubber, etc)				
Foot Protection				
Head protection (hard hats, bump caps)				
Other				
Is there a separate area for lunch/eating, away from hazardous substances?				
Are weather conditions considered as part of job site safety? (e.g. trees inspected after storms, drives/ditches marked before snow)				
Are there Heat Stress Procedures in place to prevent heat exhaustion?				

Vehicles and Machinery (lawn mowers, forklifts, transport vehicles, etc.)

	Yes	No	N/A	Comments
Are there shields and guards on vehicles, machines, and power take-offs (PTOs)?				
Are tractors equipped with rollover protection structures (ROPS)?				
Are hoist-equipped trucks stored with buckets down when not in use?				
Are machines in good condition? (e.g. no defective or worn parts, free of jagged metal or protrusions)				
Are there guards on power saws, grinders, and similar equipment?				
Do tractors have soundproof cabs? *				
Do gasoline-powered lawn mowers, leaf mulchers, snow throwers have good mufflers? *				
Are brakes on vehicles adjusted regularly?				
Are teens prohibited from operating or assisting with work on forklifts?				

** Hearing protection may also be required.*

Electrical and Workshop/Tool Safety

	Yes	No	N/A	Comments
Do tools and equipment appear to be in good condition? (free of burn marks, not bent, etc.)				
Are there enough outlets available? (e.g., One socket = one plug; extension cords for temporary work only)				
Are GFCIs (ground-fault circuit interrupters) used near sinks/water, damp areas, and where modification or excavation work is being performed?				
Are portable tools and equipment unplugged when not in use?				
Are bare light bulbs protected from being hit by objects (e.g. cage around bulbs)				
Are all light sockets fitted with bulbs? (no empty sockets)				
Are metal ladders and scaffolds prohibited in areas with energized parts of equipment, fixtures, and circuit conductors? (includes overhead power lines)				
Are there lockout/tagout procedures in place for electrical work, machinery, and stored energy of any kind?				
Do machines have emergency stops/shut-offs?				

Fields, Woodlots, Drives, Lanes and Yards

	Yes	No	N/A	Comments
Are drives/lanes kept in good condition? (e.g. free of ruts, bumps, stones; washouts filled so vehicles will not get stuck)				
Are gates wide enough for machinery and vehicles to enter and exit easily?				
Is there sufficient turning area for machinery along ditches and embankments?				
Is equipment kept off of steep slopes and away from trenches?				
Do trenches have protective systems? (e.g. cave-in protection, ladder/ramp access)				
Are areas free of tree branches (low hanging, broken) that could hit equipment?				
Are workers made aware of overhead power lines?				
If underground utilities cross any area (e.g. gas/power lines) are they well marked?				
Have hazardous plants (e.g. poison ivy) been removed?				
Is appropriate clothing required to prevent bug/tick bites, skin irritations from plants?				
Do First Aid Kits include snake bite supplies?				

Chemical/Pesticide and General Storage

	Yes	No	N/A	Comments
Can storage areas be opened/unlocked from the inside?				
In indoor storage areas, is fresh air provided?				
Are warning signs posted on entrances to chemical storage areas?				
Are chemicals stored outdoors kept in a secure area?				
Are flammable substances (gasoline, paint, etc.) sealed in fireproof containers?				
Are flammable substances kept away from possible igniting elements or surfaces?				
Are herbicides stored away from insecticides and fungicides?				
Do facilities have a dedicated area for mixing/decanting chemicals?				
Is there a portable eyewash unit available?				
Is there a flammable storage permit?				

Veterinary Technology and Animal Handling Facilities

	Yes	No	N/A	Comments
Are pens, gates and fences sturdy and in good condition? (e.g., without protrusions)				
Are ventilation fans operative and in good condition?				
Are animal drugs kept in a secure area?				
Are biohazard/sharps containers readily available?				
Are animal restraints available and used?				
Are non-latex gloves available?				
Are animals immunized as required?				
Are staff that work with animals provided with rabies or other relevant immunizations?				
Is disposable clothing, shoe covers, hair nets available? (e.g. cleaning animal cages)				

Arts and Communication Services Worksite Assessment Checklist

	Yes	No	N/A	Comments
Is this the only worksite at which the student will be working? (if others, note in comment section)				
Are employees using/wearing PPE?				
Safety glasses				
Hearing protection				
Safety gloves				
Respirators				
Is there enough space around equipment and at computer workstations to perform work without injury, and for others to avoid interfering with equipment operators?				
Are there enough outlets available? (e.g., One socket = one plug; extension cords for temporary work only)				
Are cables tied/covered so as to be out of the way of walking paths?				
Are circuit breaker panels clearly marked with voltage and “caution” warnings?				
Are circuit breaker panels accessible? (nothing blocking/leaning against them)				
Are ladders or stepladders readily available for use (for reaching items stored higher up)?				
Are ladders in good condition? (e.g., no missing rungs)				
Is either natural or mechanical air ventilation provided in working areas?				
Is the area free of used/oily rags (not lying around when not in use)?				
Are flammable substances (paint, gasoline, oily rags) in fireproof containers?				
Are flammable substances stored away from possible igniting elements or surfaces?				
Is there a flammable storage permit?				

Business and Consumer Services Worksite Assessment Checklist

General Health and Safety

	Yes	No	N/A	Comments
Are stepladders or step stools readily available for use?				
Are rolling ladders readily available for use, in warehouse settings?				
Are ladders in good condition? (e.g., no missing rungs)				
Are employees using/wearing PPE?				
Safety glasses (warehouse settings)				
Hearing protection (warehouse settings)				
Dust masks/Respirators (e.g. artificial nail filing)				
Gloves (nitrile, etc.)				
Apron				
Is there a separate area for lunch/eating, away from hazardous substances?				
Are cash registers closed when not in use?				
Are panic buttons available? (e.g. reception, heavily trafficked public places)				
Is there a workplace violence prevention program in place, or incorporated into an existing accident prevention program or employee handbook?				

Chemicals and Storage

	Yes	No	N/A	Comments
Are containers with chemicals, *including items like nail polish*, covered/closed when not in use?				
Are trash cans lidded and closed?				
Is there a ventilation system? (HVAC, manicure tables w/built in vents, other)				
Are there proper stations for clean and soiled towels?				
Is there a labeled fire-safe storage cabinet?				
Is there a flammable storage permit?				
Are tools sanitized regularly? (i.e., Soaking in chemical solution or stored in autoclave when not in use)				

Electrical

	Yes	No	N/A	Comments
Are GFCIs (ground-fault circuit interrupters) used near sinks/water sources?				
Are there enough outlets available? (e.g., One socket = plug)				
Is portable electric equipment (hair dryers, clothes irons, etc.) unplugged when not in use?				

Ergonomics

	Yes	No	N/A	Comments
Do workspaces have enough room to move around and perform work comfortably and without injury?				
Are headsets or other adaptive devices for telephones available? (e.g. employees can keep head upright/shoulders relaxed while using computer at the same time)				
Are electrical rooms/areas free from non-electrical storage? (e.g. no housekeeping supplies in electrical rooms, do not block circuit panels)				
Are regular breaks encouraged?				

Construction Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Is this the only worksite at which the student will work? (if others, note in comment section)				
Are weather conditions considered as part of job site safety? (e.g. roof/scaffold work postponed in rainy or windy weather)				
Are there Heat Stress Procedures in place to prevent heat exhaustion?				
Are there Cold Stress Procedures in place to prevent hypothermia, frostbite, etc?				
Are employees wearing PPE?				
Head protection (e.g. hard hats)				
Safety glasses				
Hearing protection				
Respirators				
Gloves				
Kneepads				
Foot protection (e.g. Steel-toed boots/shoes—not observable)				
If there are forklifts onsite, do all operators have current training? *Note: It is prohibited for persons under 18 to drive or ride on forklifts.*				

Falls from Heights

	Yes	No	N/A	Comments
Is fall protection equipment provided for workers? (e.g. harness, guard rail, safety net)				
Does scaffolding appear to be in good condition?				
Do elevated work/storage platforms (including scaffolds) have guardrails?				
Are ladders readily available for use?				
Are ladders in good condition? (e.g., no missing rungs)				
Are ladders in use set up and secured on even surfaces, and footed when necessary?				
Is use of fall protection equipment enforced?				
Are scaffolds inspected regularly?				
Is fall protection equipment inspected regularly?				

Electrical

	Yes	No	N/A	Comments
Is the floor/ground area clear of electrical cords?				
Are metal ladders and scaffolds prohibited in areas with energized parts of equipment, fixtures, and circuit conductors? (includes overhead power lines)				
Are GFCI's (ground-fault circuit interrupters) used where construction, demolition, modification, alteration or excavation work is being performed?				
Are all circuit panels accessible? (not blocked)				
Are there lockout/tagout procedures in place for electrical work?				
Are workers prohibited from "working live" (with energized wires)?				

Tools and Machinery

	Yes	No	N/A	Comments
Is there enough space around machines for operators to perform work without injury, and for others to avoid interfering with operators?				
Do tools and equipment appear to be in good condition? (free of burn marks, not bent, etc.)				
Are handheld tools and equipment unplugged when not in use in the field?				
Are hand tools padded?				
Are there guards on power saws, grinders, and similar equipment?				
Is use of nail guns with contact trip (touch sensitive) triggers avoided?				
Do machines have emergency stops/shut-offs?				
Do saws (planer, table, etc.) have magnetic restarts, to prevent them from automatically restarting after a power outage?				
Are there lockout/tagout procedures in place for machinery?				
Are tables/workstations height adjustable, for welding, assembly work, etc.?				
Are tools inspected regularly?				

Wood Dust, Lead and Other Chemicals

	Yes	No	N/A	Comments
Do tools and machines have dust collectors?				
Is the area free of accumulated wood dust or metal shavings? (potential fire hazard)				
For indoor settings, is fresh air provided?				
Are flammable substances (paint, gasoline, etc.) in fireproof containers?				
Are flammable substances stored away from possible igniting elements or surfaces?				
Are gas-powered tools, such as portable generators, always used OUTSIDE and away from windows, doors and vents? (potential carbon monoxide poisoning)				
For work involving cement/concrete/grout, are wet cutting practices in place, or local exhaust ventilation used? (potential silica and/or asbestos exposure)				
For work on structures built prior to 1978, are precautions taken to prevent lead exposure? *Note: It is prohibited for persons under 18 to perform renovation work involving potential lead exposure.*				
For any worksite containing asbestos, have identifying signs and labels been attached or posted so all employees know to avoid these materials?				
For any work on structures that may contain asbestos, are precautions taken to prevent exposure? *Note: It is prohibited for persons under18 to perform renovation, repair, or demolition of asbestos-containing material.*				
Is there a flammable storage permit? (For stationary business/establishment worksites)				

Education Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Are there appropriate staff-to-child ratios in place? (e.g. never more than 3 children <2-years-old per staff member)				
Is indoor space well-lit?				
Are ceilings, walls, other surfaces free from mold and water damage?				
Are sanitizing chemicals labeled?				
Are employees trained in ways to reduce back injuries, such as proper lifting?				
Are there handrails by the stairs?				
Are emergency procedures and evacuation routes posted by exits?				
Is outdoor space free of hazards? (e.g., no poisonous plants, broken glass, dangerous machinery or tools; fencing provided if near streets/cars; etc.)				

Infection Control for Workers

	Yes	No	N/A	Comments
Is infection control procedure training provided for all employees?				
Will the student be provided with any required vaccines?				
Is bloodborne pathogen training required for all employees?				
Are latex-free disposable gloves provided for use?				
If there are multiple areas within the worksite for different tasks (e.g. separate rooms for food preparation, diapering, etc.) are hand-washing stations available in the vicinity of each?				
Are disposable hand towels or automatic blow-dryers available near hand washing stations?				

Health Services Worksite Assessment Checklist

	Yes	No	N/A	Comments
Are biohazard/sharps disposal containers readily available, and changed out when full?				
Are biohazard/sharps disposal containers labeled with a biohazard warning label or colored red?				
Are hand-washing stations and/or hand sanitizer readily available?				
Does the employer offer tuberculosis testing to employees?				
Are storage areas neat and organized with heavy items between knee and shoulder height?				
Are stepladders readily available for use?				
Are employees using/wearing PPE?				
Medical gloves				
Masks				
Goggles				
Gowns				
Are beds adjustable? (Do they work?)				
Are mechanized sit/stand and total lifts available? (Do they work?) *Note: As of July 19, 2010 it is prohibited for persons under 18 to operate power-driven hoists, including patient lifts.*				
Is bloodborne pathogen training required for all employees?				
Does the unit in which the teen will be working use needles with sharps injury prevention features?				
Are panic buttons available? (e.g. reception, x-ray suite, nurses stations, heavily trafficked public places)				
Is there a workplace violence prevention program in place, or incorporated into an existing accident prevention program or employee handbook? (e.g. difficult patient encounters)				

Hospitality and Tourism Worksite Assessment Checklist

	Yes	No	N/A	Comments
Are employees wearing slip-resistant footwear?				
Are latex-free gloves available for use?				
Does all powered equipment (such as the slicer and industrial size mixer) have safety guards?				
Are hand tools (knives, mincers) in good condition and sharpened?				
Are the floors clean and not greasy? (drainage for floors, etc.)				
Are wet floor signs posted, as needed?				
Do the floors have non-skid mats? (may be combined with anti-fatigue mat)				
Do the floors have anti-fatigue mats? (may be combined with anti-slip mat)				
Do walk-in refrigerators and freezers have a panic bar, or other way to exit from inside?				
Is there room to walk in the kitchen without interfering with other workers?				
Are there separate and labeled in/out doors to/from kitchen?				
Are stepladders or step stools readily available for use? (for reaching items stored higher up)				
Are cash registers closed when not in use?				
Are panic buttons available? (e.g. cash register/reception, heavily trafficked public places)				
Are protective measures in place for hot oil exposures, grease fires, and steam from pots? (e.g. K-rated fire extinguisher)				
Is there a workplace violence prevention program in place, or incorporated into an existing accident prevention program or employee handbook? (e.g. robbery training, difficult customer encounters)				

Information Technology Services Worksite Assessment Checklist

	Yes	No	N/A	Comments
Are employees using/wearing safety glasses (when needed)?				
For employees working on hardware or inside computers, have all metal accessories (rings/bracelets, zippers) been removed?				
Are computers being worked on internally unplugged and detached from all other equipment (printers, monitors, etc.)?				
Are headsets or other adaptive devices for telephones available? (e.g. employees can keep head upright/shoulders relaxed while using computer at the same time)				
Do workspaces and computer workstations have enough room to easily move around and perform work comfortably and without injury?				
Can computer workstations be adjusted? (e.g. feet on ground, adjustable screen height and keyboard)				
Are regular breaks encouraged?				

Manufacturing, Engineering and Technological Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Is this the only worksite at which student will work? (if others, note in comment section)				
Are employees wearing PPE?				
Safety goggles				
Face shields				
Head protection (hard hats, bump caps)				
Hearing protection				
Respirators				
Gloves				
Knee pads				
Leather aprons or burn jackets				
Foot protection				
Are ladders in good condition? (no missing rungs)				
Are rolling ladders available in warehouse settings?				
Is material handling equipment in good condition (e.g. dollies, conveyors)				
If there is a loading dock on site, is dock in good repair? (e.g. no potholes, large cracks)				
If there is a loading dock on site, are dock doors kept closed between trucks?				
Is there a separate area for lunch/eating, away from hazardous substances?				
If there are forklifts onsite, do all operators have current training? *Note: It is prohibited for persons under 18 to drive or ride on forklifts.*				

Electrical Safety

	Yes	No	N/A	Comments
Are outlets and switches in good condition?				
Are there enough outlets available? (e.g., One socket = one plug; extension cords for temporary work only)				
Are GFCI's (ground-fault circuit interrupters) used near sinks/water sources and damp areas?				
Are metal ladders and scaffolds prohibited in areas with energized parts of equipment, fixtures, and circuit conductors? (includes overhead power lines)				
Are there lockout/tagout procedures in place?				
Are computers being worked on internally unplugged and detached from all other equipment (printers, monitors, etc.)?				

Tools and Machinery

	Yes	No	N/A	Comments
Is there enough space around machines for operators to perform work without injury, and for others to avoid interfering with operators?				
Are walkways/aisles, or other non-hazardous areas clearly marked? (e.g., black/white tape on the floor)				
Do elevated work/storage platforms have guardrails?				
Are conveyors appropriately guarded? (to prevent hands getting caught in rollers, equipment falling off onto pedestrians)				
Are workstations set up ergonomically? (employees appear to be working in natural positions—not forced or awkward)				
Do tools and equipment appear to be in good condition? (free of apparent damages)				
Is portable electric equipment (soldering guns, breadboards, etc.) unplugged when not in use?				
Are there guards on power saws, grinders, and similar equipment?				
Do shop machines have emergency stops/shut-offs?				
Does powered machinery, including saws, have magnetic restarts? (to prevent them from automatically restarting after a power outage)				
Do tools and machines have dust collectors?				
Are tables/workstations height adjustable (for welding, assembly work, etc.)				
Are workstations set up ergonomically? (employees not working in forced or awkward positions)				
Are hand tools padded?				
Are there lockout/tagout procedures in place for machinery?				

Chemical Safety

	Yes	No	N/A	Comments
Are flammable materials (paint, gasoline, paper) sealed in fireproof containers?				
Are flammable materials kept away from possible igniting elements or surfaces?				
Are there fire-safe containers and storage cabinets?				
Is there a flammable storage permit?				
Are there poison storage cabinets? (toxic substances)				
Is either natural or mechanical air ventilation provided in work areas?				

Laboratory Safety

	Yes	No	N/A	Comments
Are non-latex gloves available?				
Are Bunsen burners, gas valves, and other heating apparatus turned off when not in use?				
Are refrigerators, shelves and countertops containing potentially infection materials free of food or drinks?				
Are biohazard/sharps disposal containers readily available?				
Are biohazard/sharps disposal containers labeled with a biohazard warning label or colored red?				
Is there a sink for washing in the laboratory?				
Is there a portable eye-wash facility available?				
Are identified emergency/safety showers readily accessible?				
Is there a chemical hygiene plan for lab operations?				

Transportation Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Are employees wearing PPE?				
Respirators with HEPA (pink) filters				
Supplied-air respirators (auto body shops)				
Safety goggles				
Face shields				
Safety Gloves (leather for welding; 1000 volt rubber for hybrids)				
Knee pads				
Leather aprons or burn jackets				
Plastic gel/welding curtains				
Are ladders in good condition? (e.g., no missing rungs)				
Are ladders in use set up on secure, even surfaces?				
Is there a separate area for lunch/eating, away from hazardous substances?				

Shop Safety and Equipment/Tools

	Yes	No	N/A	Comments
Is there enough space around machines for operators to perform work without injury, and for others to avoid interfering with operators?				
Do elevated work/storage platforms have guardrails?				
Are walkways/aisles, or other non-hazardous areas clearly marked? (e.g., black/white tape on the floor)				
Are workstations set up ergonomically? (employees appear to be working in natural positions—not forced or awkward)				
Do tools and machines have dust collectors?				
Do any compactors have interlocked doors or “dead man’s switch”?				
Is equipment available to service multi-piece rim wheels? (e.g., clip-on chucks, restraining devices)				
Is a regular, recorded maintenance schedule kept for lifts, including when and how they are inspected?				
Are all technicians who work on hybrid cars certified in hybrid car repairs?"				

Chemical Safety

	Yes	No	N/A	Comments
Is there a down-draft or cross-draft spraybooth, with air flow system?				
Is there a vapor degreaser?				
Is there an auto-exhaust collection system?				
Is there a designated area for hazardous waste storage?				
Are flammable substances (gasoline, paint, etc.) sealed in fireproof containers?				
Are flammable substances kept away from possible igniting elements or surfaces?				
Are there labeled fire-safe storage cabinets?				
Are compressed gas tanks chained and capped?				
Is there a flammable storage permit?				
Is speedy dry or kitty litter available? (for cleaning small spills)				
Are employees wearing PPE?				
Respirators for volatile organic compound (VOC)				
Splash goggles				
Face masks (*not* dust masks)				
Safety Gloves (blue or purple nitrile)				
Is there a respiratory protection program in place?				

Final Assessment

Use the information gathered during any conversations with the employer and the workplace walkthrough to determine whether this is an appropriate placement for the student. Below are some things to consider when making the final decision.

You may determine not to place the student if:

- The placement does not meet the educational or safety and health requirements;
- There is a reluctance to show the type of work the student will do or the equipment they will work with or you do not feel you have been provided all the information;
- There is no commitment regarding training, or the attitude makes you feel that the agreement for training is not sincere and may not be carried out;
- You feel the tasks are beyond the capabilities of the student and may put the student at undue risk;
- The employer feels there is no need for personal protective equipment when you are sure it is necessary for the job the student will undertake;
- Safety and health issues are minimized or treated as "part of the way we've always done this" or "not really necessary"; or
- Your instinct tells you, in any case, that the student may be at risk.

Remember that it is okay to say no to a placement. There is a **final review checklist**◆ included in the appendix which may be useful to help ensure that the major issues associated with occupational safety and health are addressed.

Employer Warning Signs

Common sense is key in gathering necessary information about an employer's commitment to safety and health. Since employers range from small mom-and-pops to larger corporations, the ways in which they address worksite safety and health will also differ. While detailed considerations on whether or not a worksite is appropriate for student placement were discussed earlier in this section, your gut feeling is a good way to pick up on both positive and negative cues from an employer.

If an employer is unable to provide specific details to a question on the spot, it does not necessarily mean they do not have an adequate response: It could be a misunderstanding of the question, or something they did not realize was necessary but are happy to address. Their attitude toward safety and health can likely be gauged from the *way* in which they respond.

The following are warning signs to think about while interacting with an employer:

- Defensive responses to specific safety and health questions;
- Reluctance to answer specific questions on the assessment checklists or about their safety and health policies and procedures; and
- Observations/no responses on checklists.

Working with Students and Parents Prior to Placement

Both students and parents play important roles in cooperative education, and ensuring each group has clear and consistent information on a placement will help to provide a safer co-op experience. Some key items that both students and parents should be aware of include:

- the nature of the work the teen will be doing;
- the specific safety and health training the employer will provide;
- what to wear while on the job, and any safety equipment the teen needs to bring;
- steps to take if there is a concern about safety.

Each of these should be clearly outlined *before* the placement begins. Even though it is likely that both the student and parent will have signed the cooperative education agreement outlining some of these details, agreements vary in how detailed they are, and questions may be left unanswered. The following suggestions and sets of questions are meant to help guide the involvement of students and parents in the process.

Information to Review with Students before Placements Begin

It is critical to communicate with students about the anticipated work he or she will be performing before a placement begins. A student should understand 1) what tasks he or she is expected to perform, 2) what training he or she will receive on how to perform the assigned tasks, and 3) that he or she has a right to perform the assigned work in an environment that is free from serious recognized hazards.

Below are some topics to review with a student *before* finalizing the placement. The student should have an understanding of each before he or she begins the co-op. These topics can be discussed at the same time you sit down to review the co-op agreement the student will sign.

- Activities the student is expected to perform at the worksite.
- The student's right to refuse to perform any hazardous tasks. (e.g. tasks the student feels are unsafe; tasks not clearly outlined in co-op agreement)
- Personal protective equipment the student will need to perform the assigned tasks, and other dress requirements.
- Supervisor information, should the student have questions while at work.
- Required trainings/worksite procedures to be covered during orientation/training for the co-op, and *before* work begins. (If any of these are not provided, the student has the right to ask his or her supervisor for them; if the student does not understand any of these, he or she should discuss it with the supervisor or co-op coordinator).
    - Training on general workplace safety policies;
    - Training specific to the tasks the student will perform, including how to properly use any personal protective equipment;
    - Activities/equipment the student is not allowed to perform/use at the worksite, and specific hazards of which to be aware;
    - How to report an accident or injury (who to go to);
    - Emergency evacuation procedures;
    - The area where employee notices are posted.
- Speaking up at the placement. A student may be reluctant to let others know when he or she doesn't understand something (task, hazard, procedure, etc.); it should be reinforced

that having questions during the co-op placement is expected, and he or she should be encouraged to speak up at work.

Involving Parents in the Placement Process

The benefit of having the student's parents involved in the placement process is that parents can influence teen behavior and it provides yet another setting in which safety and health information can be reinforced. The more parents know, the more they can support their teen with any concerns about the placement.

A parent should understand that his or her teen is entitled to a safe work environment and placement experience. The following is information parents should be familiar with, and questions they should consider in order to help keep their teen safe at work. This information is compiled and available in the appendix as **A Guide for Parents: Students in Co-op Placements◆**.

Child Labor Laws

The Massachusetts and Federal Child Labor Laws (CLL) are important for parents to know about before their teen's co-op begins. Some parents may know *of* the laws but not know what they are, and others may not be aware of them at all. There are many tasks that workers under age 18 are not allowed to perform, and thinking about these may help parents in considering the questions listed below.

Questions to Consider

The following are questions parents should consider asking the school and their teen. Parents should be encouraged to know the answers to these questions before the teen's co-op begins.
Of the school:

- What tasks is my teen expected to perform at the worksite?
- Will my teen be performing any tasks generally prohibited for teens in non co-op jobs? If so, what are they?
- Will my teen be trained on how to perform all assigned tasks?
- Will my teen be trained in emergency procedures?
- Is it my responsibility to obtain or purchase any personal safety or protective equipment that is needed for my child's job? (e.g. eye protection, gloves, shoes)
- What are the conditions most likely to cause an injury or illness while my teen works, and what steps will be taken to prevent them?
- What is the process for monitoring my teen's co-op experience? (e.g. face-to-face check ins, student journal entries)
- If my teen is injured at the worksite, who will notify me (school, employer, both)?
- Who should I contact if I have questions or concerns?

Of the student:

- Do you understand what your responsibilities will be?
- Do you have any questions about the safety and health or training requirements for your co-op?

Section 4: Assessing Safety and Health During the Placement

Included in this section:

- Introduction
- Supervisory Worksite Visits
- Working with Students and Parents During the Placement

Introduction

The next steps once a student has been placed and begun work in the co-op are regular check-ins with both the employer and student. This includes 1) periodically visiting the worksite to ensure that general safety and health is still up to par, 2) following up with the student directly about the safety and health components of their job, and 3) encouraging parents to follow up with the teen.

Supervisory Worksite Visits

> **"Each [Chapter 74] approved program shall:** provide sufficient supervisory visit time between the student, employer and the school's cooperative education coordinator or appropriate vocational technical teacher. Supervision shall be coordinated to allow for the joint participation by all parties including the vocational technical teacher. The school's cooperative education coordinator or vocational technical teacher shall conduct regular supervisory activities at the work site to ensure that the agreement is being followed and to update the student's competency attainment file.**"**
> ***– M.G.L. 603 CMR 4.03***

When it comes to workplaces, what is safe today can never be 100% guaranteed safe tomorrow, but the likelihood of occupational injury greatly *decreases* when an employer is committed to eliminating workplace hazards, providing adequate protections to workers, and ensuring all employees receive safety and health training. One way of strengthening your sense of an employer's commitment to safety and health is through periodic supervisory worksite visits. These provide an opportunity to see how the student is doing in the actual work environment. Is the student doing the work indicated in the co-op agreement? Does the student appear to be performing tasks in a safe manner? How does he or she interact with other employees?

As mentioned in the previous section, co-op placements sometimes have "moving" worksites; follow-up visits are particularly valuable in these situations, as they provide a chance to assess environments that were not possible to see prior to placement. Visiting multiple locations can also confirm that employer work practices are consistent across worksites, and reinforce a sense of the employer's commitment to safety and health.

Unscheduled Follow-up Visits

While the initial worksite safety and health assessment may have been scheduled in advance to accommodate the employer or allow enough time for a thorough review, supervisory visits do not necessarily require the same level of planning; in fact, they may prove more beneficial without it. Just like tidying the house for visiting family or friends, it is normal for a business—with best intentions—to put on its best front when expecting guests. A truer sense of the everyday work environment may be gained through unannounced visits.

Once the student is placed, it may be worth explaining to the employer that unannounced or last-minute visits may occur, to check in on the student throughout the placement. Explain the requirement for co-op coordinators to visit students occasionally, and that the timing of these visits can vary or be on short notice due to your work schedule. To allow for greater employer participation, you might ask if there are better days of the week to stop in; however, as the student's supervisor should be present whenever the student is working, that should generally allow for adequate employer involvement in follow-up visits.

Using Checklists for Follow-up Visits

The general and cluster-specific worksite assessment checklists may continue to serve as useful tools for supervisory visits, for both looking over the worksite again and thinking of appropriate questions to ask the student. The lists can also be tailored to better meet the student's assigned tasks and specific environment. For example, going through and deleting items from the list that are N/A for this particular student's worksite, may make the lists more directed and convenient, now that he or she has been placed. Alternately, leaving all items on the list may help to increase familiarity with safety and health hazards to look for at other worksites, both generally and specific to clusters.

Working with Students and Parents During the Placement

Once the co-op has begun, it will help to provide a safer co-op experience by continuing to send important messages about safety and health in the workplace to both students and parents. A large part of monitoring student safety in the workplace is creating a system for obtaining feedback directly from students on their co-op experience, and encouraging parents to obtain feedback at home.

The following suggestions and sets of questions are meant to help guide the school-based and at-home feedback processes.

Obtaining Feedback from Students throughout the Placement

One way to obtain student feedback is to simply ask the student for it at your regular meetings. Another option is to have the student complete a journal on a daily or weekly basis about his or her experiences at the worksite. An advantage to the student keeping a journal, or other form of log, is that it may help to assess safety and health practices they have acquired on the job in addition to other skills that are necessary learning objectives of the co-op placement. Even questions that do not directly ask about safety and health can be telling of the overall workplace culture (e.g., in response to 'What did I do today?' a teen lists a task that he or she should not be performing).

The suggested feedback questions below are also provided in the **Sample Co-op Student Feedback Form/Log◆** in the appendix.

Co-op Placement Feedback Questions

Possible questions to have the student think about and respond to include:

- What did I do today/this week?
- What did I learn today/this week?
- What kind of training did I receive for new tasks?
- What safety practices did I observe and/or follow?
- How is what I learned relevant to the technical frameworks from my major?
- Where/from whom can I get more information for things I need to learn about?
- What did I observe other people doing?
- How did I demonstrate or display professional behavior?
- How are you treated by your co-workers?
- Do you think you are doing too much "grunt" work?
- Based on your experiences, what advice would you give to other co-op students?

Keeping Parents Involved throughout the Placement

In addition to questions parents should consider *before* their teen begins a co-op placement, there are questions they should continue to think about *during* the placement, to help reinforce safety and health throughout the co-op.

More than being a job, the co-op placement is a core component of a teen's vocational high school education; just as parents often check in with their teen about how classes are going—"What are you learning? Is the work hard? Do you like your teachers?"—parents should similarly be interested in and asking about co-ops. By showing an interest in their teen's co-op, it may encourage a supportive environment where the teen feels comfortable speaking up if he or she feels unsafe or uncomfortable at work.

Below are questions parents should be encouraged to check in with their teen about throughout the placement. These questions are also available in the **A Guide for Parents: Students in Co-op Placements**◆ handout in the appendix.

Checking in with Your Teen

All of the questions below can be brought up in everyday conversation.

- Are you enjoying your co-op?
- What does your workplace look like, and where you do you work there?
- Did you learn anything new today?
- What are some of the challenging (and/or exciting) parts of your job?
- Do you feel comfortable doing everything you're assigned to?
- Did you receive training on how to do your tasks? (can also be phrased for tasks brought up in a specific conversation)
- How do you like your supervisor?
- Do you get regular feedback from your supervisor, so you know how you're doing?
- Is your supervisor always nearby?
- Do you feel comfortable reporting any concerns to your supervisor?
- Do you feel comfortable asking your supervisor for help, if you have a question about performing a task or need a refresher on how to do it?

Section 5: Resources

Included in this section:

- Introduction
- Useful Tools
- Useful Contacts

Introduction

There are materials that were instrumental in shaping the content and tools in this guide and may also serve as useful resources for Co-op Coordinators. There are also a number of agencies within the Commonwealth that specialize and oversee a host of different workplace issues that can relate to co-op student placements.

We recognize that coordinators have different approaches to the worksite placement process. By sharing these other tools and contacts, we hope to provide coordinators more flexibility in developing their own strategies to ensure safer worksite placements for students.

Useful Tools

The following is a list of materials you may find useful in continually assessing current and potential student placement worksites for safety and health. Each material listed includes a brief description, and a link to where you can find it on the internet.

Worksite Safety and Health Evaluation Guide
Office of Career and Technical Education, The New Jersey Department of Education
http://www.nj.gov/education/voc/sle/evalguide.pdf

This guide was developed to help New Jersey school teachers and administrators safely place 16- and 17-year old students at worksites associated with school-sponsored offsite structured learning experiences. Guide tools include:

- Worksite Risk Management Program Evaluation
- Worksite Inspection Checklist
- Final Review Checklist

Live Safe! Work Smart!
Ministry of Education, Ontario, Canada
http://www.livesafeworksmart.net/english/coop/pdf/coop08_eng.pdf

This resource emphasizes the importance of healthy and safe placements for Ontario students in Cooperative Education…The *Live Safe! Work Smart!* resource helps teachers deliver the required safety and health learning expectations, as well as meet policy requirements around placement assessment. Guide tools include:

- Employer and Supervisor tip sheets
- Placement Assessment Guide
- Tip sheets for Students/Young Workers
- Parent Resources

OSHA Website – Integrated Management Information System (IMIS)
Occupational Safety and Health Administration
http://www.osha.gov/pls/imis/establishment.html

OHSA's IMIS database can be used in two different ways. The first is to search by industry and learn about the top hazards for that particular industry. The second is to search for an establishment name to see if it has ever been cited by OSHA for violations of safety standards. The main types of health and safety violations that may come up for establishments that have been inspected are Willful, Serious, Other-than-serious, and Repeated. Caution should be taken when interpreting the results: simply appearing in IMIS does not necessarily mean an establishment is unsafe; similarly, *absence* in IMIS does not automatically mean a worksite *is* safe, as most workplaces have not been inspected by OSHA. However, a Willful Violation in IMIS should be cause for concern.

A worksite that has been cited for a Willful Violation generally should not be considered for a co-op placement. If you have questions about an establishment that appears in the IMIS database, you can call the OSHA area office in which the establishment is located. OSHA staff can help interpret the nature of the violations cited and the health and safety record of the establishment.

OSHA area office contact information is below (page 48).

Workers' Compensation Proof of Coverage and Verification Search
Massachusetts Department of Industrial Accidents (DIA)
http://64.73.26.43/

This DIA search engine enables users to verify workers' compensation insurance coverage for businesses operating within the Commonwealth of Massachusetts and provides separate internet links to verify businesses that are self-insured or are members of a self-insured group.

youngworkers.org
Labor Occupational Health Program, University of California-Berkeley
http://www.youngworkers.org/downloads/index.html

This web site is a California resource network for young workers' safety and health and provides a variety of support documents available to download for free. Documents and tools include:

- Tip Sheets for Young Employees (by industry)
- Tips for Parents of Working Teens
- Orienting Worksite Supervisors packet
- Facts for Employers: Safer Jobs for Teens

Youth@Work: Talking Safety Massachusetts
National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention
Massachusetts Curriculum: http://www.cdc.gov/niosh/talkingsafety/states/ma/default.html
Talking Safety Video: www.cdc.gov/niosh/talkingsafety/video.html

Youth@Work: Talking Safety is a foundation curriculum in occupational safety and health for classrooms and other group training settings. The entire curriculum includes instructions for teachers and a step by step guide for presenting the material. Training tools include:

- Video on teens and job safety and health
- PowerPoint presentations
- Interactive games

Work-related Injuries to Workers under Age 18
Occupational Health Surveillance Program, Massachusetts Department of Public Health
http://www.mass.gov/dph/teensatwork

The Massachusetts Department of Public Health has developed state-specific educational materials related to preventing injuries to working teens. Some of these materials include:

- Child Labor Laws in Massachusetts (poster)
- Do You Work? Know Your Rights: A Guide for Working Teens
- Protecting Your Working Teen: A Guide for Parents
- Employer Tips for Keeping Young Workers Safe on the Job

Lead: Information for Workers – NIOSH Workplace Safety and Health Topic
Centers for Disease Control and Prevention (CDC)
http://www.cdc.gov/niosh/topics/lead/WorkerInfo.html

This page provides information on ways in which workers can be exposed to lead (including non-construction/renovation jobs), health problems caused by lead, and how workers can protect themselves from lead exposure.

Asbestos: Information for Workers – OSHA Standards
Occupational Health and Safety Administration (OSHA)
http://www.osha.gov/OshDoc/data_AsbestosFacts/asbestos-factsheet.pdf

This page provides information on ways in which workers can be exposed to asbestos (including non-construction/renovation jobs), health problems caused by asbestos, how workers can protect themselves from asbestos exposure, and standards that protect workers from exposure to asbestos in the workplace.

Useful Contacts

Below, divided into topic areas, are state and national offices that may be useful contacts.

Massachusetts Young Worker Contacts and Resources

Child Labor Laws & Wages

Massachusetts Attorney General's Office
Fair Labor Division
(617) 727-3465
www.mass.gov/ago

US Department of Labor
Wage and Hour Division
(617) 624-6700
www.dol.gov/whd

Work Permits

Massachusetts Dept. of Labor Standards
(formerly Division of Occupational Safety)
(617) 626-6952
www.mass.gov/dols

Workers' Compensation

Massachusetts Department of Labor
Department of Industrial Accidents
(800) 323-3249 ext. 470
www.mass.gov/dia

Safety & Health

US Department of Labor Occupational
Safety and Health Administration (OSHA)
Andover—(978) 837-4460
Braintree—(617) 565-6924
Springfield—(413) 785-0123
www.osha.gov

Massachusetts Department of Public Health
Teens at Work: Injury Surveillance and
Prevention Project
(617) 624-5632
www.mass.gov/dph/teensatwork

Massachusetts Department of Labor Standards
Workplace Safety and Health Program
(617) 969-6975
www.mass.gov/dols

Massachusetts Department of Labor Standards
OSHA Consultation Program
(Technical assistance with photos from worksite
safety and health assessment visits)

Jean Manoli, Training Specialist
Jean.Manoli@state.ma.us

Kathy Flannery, Industrial Hygienist
Kathy.Flannery@state.ma.us

Discrimination at Work

Massachusetts Commission
Against Discrimination
(617) 727-3990
www.mass.gov/mcad

US Equal Employment Opportunity Commission
Boston—(800) 669-4000
www.eeoc.gov/field/boston

National and International Young Worker Resources

National Institute for Occupational Safety and Health (NIOSH)
www.cdc.gov/niosh/topics/youth/

US Department of Labor Occupational Safety and Health Administration (OSHA)
www.osha.gov/SLTC
www.osha.gov/SLTC/teenworkers

YouthRules! Preparing the 21st Century Workforce
http://youthrules.dol.gov/

WorkSafeBC: Safety at Work Young Worker Information
http://www2.worksafebc.com/Topics/YoungWorker/Home.asp

US Equal Employment Opportunity Commission, Youth@Work
http://youth.eeoc.gov

National Young Worker Safety Resource Center
www.youngworkers.org/nation

Section 6: Appendix

Included in the appendix are all the materials (laws, checklists, etc.) referred to throughout the guide, compiled into a single section for your convenience. Each resource is on a separate page to allow for easy photocopying or printing, and all resources may be shared freely, particularly those that will be useful to employers, students and parents.

We encourage you to add to this collection and share with us other resources that you find helpful.

For Co-op Coordinators

- State and Federal Child Labor Laws for Co-op Students
- Sample Co-op Agreement Form
- Questions to Ask the Employer about Safety and Health
- Safety and Health Worksite Assessment Checklists
    - General
    - Agriculture and Natural Resources
    - Arts and Communication Services
    - Business and Consumer Services
    - Construction
    - Education
    - Health Services
    - Hospitality and Tourism
    - Information Technology Services
    - Manufacturing, Engineering and Technological
    - Transportation
- Final Review Checklist

For Employers

- Employer Tips: Keeping Co-op Students Safe on the Job

For Students

- Sample Co-op Student Feedback Form/Log

For Parents

- A Guide for Parents: Students in Co-op Placements

State and Federal Child Labor Laws for Co-op Students

Below is a summary of the state and federal child labor laws most relevant to students enrolled in Massachusetts Chapter 74-approved vocational technical education programs. As all co-op students must be at least 16 years of age, laws related to teens under 16 are not *included in the summary below.*

Prohibited Jobs for Minors

Persons under 18 *may NOT*:
(student learner exemptions are starred and highlighted in red)*

- Drive a vehicle, forklift, or work assist vehicle (except golf carts in certain circumstances)
- Ride as a passenger on a forklift
- Operate, clean or repair power-driven meat slicers, grinders or choppers *
- Operate, clean or repair power-driven bakery machines (except for certain countertop models and pizza dough rollers)
- Work 30 feet or more above ground or water *
- Handle, serve, or sell alcoholic beverages
- Use circular, chain, or band saws; guillotine shears; wood chippers; and abrasive cutting discs *
- Use power-driven woodworking machines *
- Use, service, drive, or work from hoisting machines
- Operate or load power-driven balers, compactors, or paper processing machines *
- Use power-driven metal-forming, punching, or shearing machines *
- Use buffing or polishing equipment *
- Manufacture brick, tile, or kindred products
- Manufacture or store explosives
- Work in excavation *
- Work in forest fire fighting, forest fire prevention, timber track operations, and forestry service
- Work in wrecking, demolition, or shipbreaking
- Work in logging, sawmilling, or mining
- Work slaughtering, packing, or processing meat and poultry *
- Work in railway operations *
- Work in roofing or on or about a roof *
- Work in foundries or around blast furnaces *
- Work manufacturing phosphorus or phosphorus matches *
- Work where they are exposed to radioactive substances
- Work as a firefighter or engineer on a boat *
- Oil or clean hazardous machinery in motion *
- Work in any job requiring the possession or use of a firearm

Legal Work Hours for Minors

16 & 17 Year Olds

Work Hours (all year round)

- Only between 6 am & 10 pm on nights preceding a regularly scheduled school day
- If the establishment stops serving customers at 10 pm, the minor may be employed until 10:15 pm
- Only between 6 am & 11:30 pm on nights *not* preceding a regularly scheduled school day, except in restaurants and race tracks until midnight

Maximum Hours (all year round)

48 hours per week
9 hours per day
6 days per week

Supervision

After 8 pm, all minors must be directly supervised by an adult who is located in the workplace and who is reasonably accessible (with the exception of minors who work at kiosks in the common areas of some malls).

Work Permits

All teens under 18 must obtain a work permit from the school district where they live or go to school. For more information, visit the website of the Division of Occupational Safety at: www.mass.gov/dos/youth.

In place of the standard work permit, a special **Cooperative Education Employment Permit** must be obtained by all minors who will be employed in cooperative education. These permits are issued by the superintendent of the school district where the minor is enrolled in a Chapter 74 program.

** For all child labor law exemptions for student-learners, the work shall be incidental to his or her training, shall be intermittent and for short periods of time, shall be under the direct and close supervision of a qualified and experienced person, and shall include safety instruction by the employer as part of the training.*

Competency Regional Vocational Technical High School

20 Skill Lane Skill, MA 00000-0000
Telephone (000) 000-0000 FAX (000) 000-0000

COOPERATIVE EDUCATION AGREEMENT

M.G.L. Chapter 74 and 603 CMR 4.03 (7)

The is an agreement between an Equal Opportunity Employer and the Competency Regional Vocational Technical School to provide a student who is enrolled in a state-approved (Chapter 74-approved) vocational technical education program with an organized, progressive and diversified paid employment experience that will provide him/her with employability and technical skills that are not acquirable in a school-based setting.

Student's Name: _____ Grade Level: _____

Student's Program of Study: _____ Age: _____

Name of Employer: _____

Address: Street and Number: _____

City/Town: _____ State: _____ Zip Code: _____

Phone Number: _____ Fax Number: _____

E-mail: _____

Nature of Employer's Business: _____ Hours per co-op week: _____

Hours per day: _____ Starting wage: _____

Salary increase policy: _____

Workers' Compensation Insurance Number: _____ Insurance Company: _____

Number of qualified and experienced workers now employed by this company in the student's program area: _____

School and employer agree that a person holding a Vocational Technical Cooperative Education Coordinator license or Vocational Technical Teacher license in the cooperative education course area will supervise the course for this student.

School stipulates that this student is enrolled in a Chapter 74-approved vocational technical education program and that he/she has demonstrated those academic, technical and employability skills associated with at least one and one half years of full time study in the program area of this placement, and is at least midway through the junior year.

School stipulates that the course will only be provided during time not scheduled for academic classes.

School ensures that the course will provide students the opportunity to develop academic, technical and employability skills not acquirable in a school-based setting but acquirable in a work-based setting.

School ensures that the course will provide competency-based assessment of student work.

The employer ensures that students will be provided with continuous supervision by a qualified and experienced employer/employee.

School stipulates that the students will be eligible for vocational technical education program credit.

School and employer stipulate that the student has already, or will be provided with a safety and health orientation specific to the work site prior to commencing work.

The employer stipulates that the work environment meets health and safety standards that maximize employee protection in compliance with Occupational Safety and Health Administration regulations

Employer agrees to provide sufficient supervisory visit time between the student, employer and the school's cooperative education coordinator or appropriate technical teacher. Supervision shall be coordinated to allow for the joint participation by all parties including the technical teacher. The school's cooperative education coordinator or technical teacher shall conduct regular supervisory activities at the work site to ensure that the agreement is being followed and to update the student's Competency Attainment List.

Employer is an equal opportunity employer who does not discriminate against any applicant because of race, color, religion, sex, national origin, age, marital status, veteran status, disability, sexual orientation or any other legally protected group and that all working conditions related to hours, wages, and benefits are free from discriminatory practices.

IMPORTANT NOTICE: Several trades for which cooperative education is applicable have been declared "Hazardous Occupations" for persons under 18 years of age and are regulated by Federal and/or State statute (whichever is the most stringent standard). In all such trades for which an exemption is made for student-learners, the work shall be incidental to his or her training, shall be intermittent and for short periods of time, shall be under the direct and close supervision of a qualified and experienced person, and shall include safety instruction by the employer as part of the training.

Attached is an outline of the skills to be evaluated as part of the student's cooperative education while working for this company.

Our signatures certify that we have read and agree with the conditions outlined and contained in this agreement.

Parent/Guardian	Date
Student	Date
Employer	Date
Cooperative Education Coordinator	Date

The school, employer, student, parent/guardian may terminate this agreement at any time with appropriate notice to the other parties. Otherwise, this agreement expires upon high school graduation of the student.

A. Employability/Technical Skills (from Vocational Technical Education Curriculum Frameworks)

1. **Understanding All Aspects of the Industry:** Student understands the structure and dynamics of entire organization, health and safety issues in the industry, and role of the business within the larger community.
2.
3.
4.
5.
6.
7.
8.

B. Specific Tasks – Equipment to be Used

1. Use a band saw to shape/round furniture pieces.
2.
3.
4.
5.
6.
7.
8.

Questions to Ask the Employer about Safety and Health

The Basics

- What will be the student's job title and description?
- What are the specific knowledge and skills the student will acquire while performing the job?
- What equipment will the student be using as part of the job?
- Who will be the student's supervisor?

Safety and Health Questions

Potential hazards

1. What are the main occupational safety and health hazards that the student may be exposed to while doing the tasks assigned during the placement? (See examples of hazards to consider in the Box.)

2. What kinds of protection does the student need? Identify the personal protective equipment (PPE) and measures required for this placement. If PPE is required, who will provide it?

3. What are significant safety and health hazards at the worksite that are not related to the student's tasks but must be avoided? (e.g. confined space, forklifts, walk-in freezers).

Safety and Health Training

4. Which of the following trainings will be provided to the student?

__New employee orientation to safety and health
__On-the-job training about specific hazards and their controls
__Training about evacuation and other emergency procedures
__Personal protective equipment training, if applicable
__Hazard communication training (Right to Know) (if applicable i.e. exposed to chemicals)
__Workplace violence training
__Sexual harassment training
__Other workplace safety and health training, such as monthly in-service trainings or regular tool box talks

Workplace Safety and Health Policies and Procedures

5. What are the procedures for the student to follow in case he or she is injured or has a medical emergency on the job?

6. What are the procedures for a student to follow if he or she has concerns about safety and health hazards?

7. Do you routinely inspect the workplace to identify workplace safety or health hazards?

Safety and Health Contacts

8. What is the name and telephone number of the person responsible for handling occupational safety and health issues at the worksite?

9. Who provides your workers' compensation coverage? Please provide a copy of your certificate.

General Safety and Health Worksite Assessment Checklist

Employer:			
Address:			
Phone:		**E-mail:**	
Supervisor:		**Student:**	

Name of person(s) doing the worksite visit: **Date:**

This checklist may be used to help assess safety and health conditions at the worksite; it addresses aspects of safety and health that are mostly observable during a worksite assessment. It does not cover all possible hazards and cannot be used to determine compliance applicable federal and state regulations. Questions are framed so that **"Yes"** is positive, **"No"** is a potential negative indicator, and **"N/A"** means the question is not applicable to this particular worksite. The **"Comments"** column is for clarifications to the answer of any particular question.

Other critical information is gathered by talking with the employer about training, workplace safety and health hazards, and policies and procedures. Together, the information gathered from the assessment should provide you with a sense of the employer's commitment to workplace safety in order to determine if the placement is acceptable for the student.

General Health and Safety

	Yes	No	N/A	Comments
Are work areas orderly and clean?				
Is material handling equipment in good condition/free of apparent damage? (e.g. trucks, dollies, carts)				
Are containers of chemicals or other substances labeled with product names or ingredients?				
Are containers with chemicals securely covered/closed?				
Is there adequate lighting for the work?				
Does the job site provide adequate restrooms with hand washing facilities?				
Do objects that require lifting by a single person weigh less than 30 pounds?				
Are computer workstations and equipment sufficiently adjustable so workers can make changes while performing computer tasks?				
Are materials properly stored so as not to create a falling or tripping hazard?				
Are work areas free of high noise levels? (Do you have to shout to have a conversation at 3 feet?)				
Are Material Safety Data Sheets (MSDS) onsite and available to employees?				

Electrical

	Yes	No	N/A	Comments
Are plugs and electrical outlets in good condition?				
Is wiring insulated, and cords free of fraying or deterioration?				
Are extension cords grounded (three-pronged)?				
Are power strips used correctly? (plugged directly into outlets, not used for high voltage items, e.g. refrigerators)				

Vehicles

	Yes	No	N/A	Comments
Are seat belts available for all riders?				
Are keys removed from motorized equipment when not in use?				
Are workers operating motor vehicles licensed?				
Are workers operating hoists/cranes licensed?				

Emergencies/Fire/Evacuation Procedures/First Aid

	Yes	No	N/A	Comments
Are emergency exits clearly visible and marked by readily visible signs and arrows?				
Are emergency exit doors free of locks, chains or fastenings that would prevent free escape from inside the work area?				
Are there at least two emergency exits from the work area or building?				
Are emergency exit paths out of the work area free of obstructions?				
Are emergency telephone numbers for the worksite posted in a public area (e.g fire, department, police, hospital, poison control)?				
Is there an automatic fire alarm and fire detection system?				
Are alarm pull-boxes and fire extinguishers clearly visible and easily accessible?				
Are fire extinguishers up to date?				
Is the worksite or building equipped with an automatic sprinkler system?				
Are eyewash stations and/or safety showers available in areas with hazardous chemicals?				
Are first aid supplies available?				

Workplace Violence

	Yes	No	N/A	Comments
Does the worksite have exterior lighting during evening and nighttime operating hours?				
Does the worksite have a security surveillance system of public areas?				
Does the worksite have a security alarm system?				

Agriculture and Natural Resources Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Are ladders/stepladders readily available for use?				
Are ladders in good condition? (e.g., no missing rungs)				
Are ladders in use set up on secure, even surfaces, and footed when necessary?				
Are employees wearing PPE?				
Safety glasses/goggles				
Hearing protection				
Respirators				
Gloves (leather, rubber, etc)				
Foot Protection				
Head protection (hard hats, bump caps)				
Other				
Is there a separate area for lunch/eating, away from hazardous substances?				
Are weather conditions considered as part of job site safety? (e.g. trees inspected after storms, drives/ditches marked before snow)				
Are there Heat Stress Procedures in place to prevent heat exhaustion?				

Vehicles and Machinery (lawn mowers, forklifts, transport vehicles, etc.)

	Yes	No	N/A	Comments
Are there shields and guards on vehicles, machines, and power take-offs (PTOs)?				
Are tractors equipped with rollover protection structures (ROPS)?				
Are hoist-equipped trucks stored with buckets down when not in use?				
Are machines in good condition? (e.g. no defective or worn parts, free of jagged metal or protrusions)				
Are there guards on power saws, grinders, and similar equipment?				
Do tractors have soundproof cabs? *				
Do gasoline-powered lawn mowers, leaf mulchers and snow throwers have good mufflers? *				
Are brakes on vehicles adjusted regularly?				
Are teens prohibited from operating or assisting with work on forklifts? *Note: It is prohibited for persons under 18 to drive or ride on forklifts.*				

*Hearing protection may also be required.

Electrical and Workshop/Tool Safety

	Yes	No	N/A	Comments
Do tools and equipment appear to be in good condition? (free of burn marks, not bent, etc.)				
Are there enough outlets available? (e.g., One socket = one plug; extension cords for temporary work only)				
Are GFCIs (ground-fault circuit interrupters) used near sinks/water, damp areas, and where modification or excavation work is being performed?				
Are portable tools and equipment unplugged when not in use?				
Are bare light bulbs protected from being hit by objects (e.g. cage around bulbs)				
Are all light sockets fitted with bulbs? (no empty sockets)				
Are metal ladders and scaffolds prohibited in areas with energized parts of equipment, fixtures, circuit conductors, etc.? (includes overhead power lines)				
Are there lockout/tagout procedures in place for electrical work, machinery, and stored energy of any kind?				
Do machines have emergency stops/shut-offs?				

Fields, Woodlots, Drives, Lanes and Yards

	Yes	No	N/A	Comments
Are drives/lanes kept in good condition? (e.g. free of ruts, bumps, stones; washouts filled so vehicles will not get stuck)				
Are gates wide enough for machinery and vehicles to enter and exit easily?				
Is there sufficient turning area for machinery along ditches and embankments?				
Is equipment kept off of steep slopes and away from trenches?				
Do trenches have protective systems? (e.g. cave-in protection, ladder/ramp access)				
Are areas free of tree branches (low hanging, broken) that could hit equipment?				
Are workers made aware of overhead power lines?				
If underground utilities (e.g. gas/power lines) cross any area are they well marked?				
Have hazardous plants (e.g. poison ivy) been removed?				
Is appropriate clothing required to prevent bug/tick bites, skin irritations from plants?				
Do First Aid Kits include snake bite supplies?				

Chemical/Pesticide and General Storage

	Yes	No	N/A	Comments
Can storage areas be opened/unlocked from the inside?				
In indoor storage areas, is fresh air provided?				
Are warning signs posted on entrances to chemical storage areas?				
Are chemicals stored outdoors kept in a secure area?				
Are flammable substances (gasoline, paint, etc.) sealed in fireproof containers?				
Are flammable substances kept away from possible igniting elements or surfaces?				
Are herbicides stored away from insecticides and fungicides?				
Do facilities have a dedicated area for mixing/decanting chemicals?				
Is there a portable eyewash unit available?				
Is there a flammable storage permit?				

Veterinary Technology and Animal Handling Facilities

	Yes	No	N/A	Comments
Are pens, gates and fences sturdy and in good condition? (e.g., without protrusions)				
Are ventilation fans operative and in good condition?				
Are animal drugs kept in a secure area?				
Are biohazard/sharps containers readily available?				
Are animal restraints available and used?				
Are non-latex gloves available?				
Are animals immunized as required?				
Are staff that work with animals provided with rabies or other relevant immunizations?				
Is disposable clothing, shoe covers, hair nets available? (e.g. cleaning animal cages)				

Arts and Communications Services Worksite Assessment Checklist

	Yes	No	N/A	Comments
Is this the only worksite at which the student will be working? (if others, note in comment section)				
Are employees using/wearing PPE?				
Safety glasses				
Hearing protection				
Safety gloves				
Respirators				
Is there enough space around equipment and at computer workstations to perform work without injury, and for others to avoid interfering with equipment operators?				
Are there enough outlets available? (e.g., One socket = one plug; extension cords for temporary work only)				
Are cables tied/covered so as to be out of the way of walking paths?				
Are circuit breaker panels clearly marked with voltage and “caution” warnings?				
Are circuit breaker panels accessible? (nothing blocking/leaning against them)				
Are ladders or stepladders readily available for use (for reaching items stored higher up)?				
Are ladders in good condition? (e.g., no missing rungs)				
Is either natural or mechanical air ventilation provided in working areas?				
Is the area free of used/oily rags (not lying around when not in use)?				
Are flammable substances (paint, gasoline, oily rags) in fireproof containers?				
Are flammable substances stored away from possible igniting elements or surfaces?				
Is there a flammable storage permit?				

Business and Consumer Services Worksite Assessment Checklist

General Health and Safety

	Yes	No	N/A	Comments
Are stepladders or step stools readily available for use?				
Are rolling ladders readily available for use, in warehouse settings?				
Are ladders in good condition? (e.g., no missing rungs)				
Are employees using/wearing PPE?				
Safety glasses (warehouse settings)				
Hearing protection (warehouse settings)				
Dust masks/Respirators (e.g. artificial nail filing)				
Gloves (nitrile, etc.)				
Apron				
Is there a separate area for lunch/eating, away from hazardous substances?				
Are cash registers closed when not in use?				
Are panic buttons available? (e.g. reception, heavily trafficked public places)				
Is there a workplace violence prevention program in place, or incorporated into an existing accident prevention program or employee handbook?				

Chemicals and Storage

	Yes	No	N/A	Comments
Are containers with chemicals, *including items like nail polish*, covered/closed when not in use?				
Are trash cans lidded and closed?				
Is there a ventilation system? (HVAC, manicure tables w/built in vents, other)				
Are there proper stations for clean and soiled towels?				
Is there a labeled fire-safe storage cabinet?				
Is there a flammable storage permit?				
Are tools sanitized regularly? (i.e., Soaking in chemical solution or stored in autoclave when not in use)				

Electrical

	Yes	No	N/A	Comments
Are GFCIs (ground-fault circuit interrupters) used near sinks/water sources?				
Are there enough outlets available? (e.g., One socket = plug)				
Is portable electric equipment (hair dryers, clothes irons, etc.) unplugged when not in use?				

Ergonomics

	Yes	No	N/A	Comments
Do workspaces have enough room to move around and perform work comfortably and without injury?				
Are headsets or other adaptive devices for telephones available? (e.g. employees can keep head upright/shoulders relaxed while using computer at the same time)				
Are electrical rooms/areas free from non-electrical storage? (e.g. no housekeeping supplies in electrical rooms, do not block circuit panels)				
Are regular breaks encouraged?				

Construction Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Is this the only worksite at which the student will work? (if others, note in comment section)				
Are weather conditions considered as part of job site safety? (e.g. roof/scaffold work postponed in rainy or windy weather)				
Are there Heat Stress Procedures in place to prevent heat exhaustion?				
Are there Cold Stress Procedures in place to prevent hypothermia, frostbite, etc?				
Are employees wearing PPE?				
Head protection (e.g. hard hats)				
Safety glasses				
Hearing protection				
Respirators				
Gloves				
Kneepads				
Foot protection (e.g. Steel-toed boots/shoes—not observable)				
If there are forklifts onsite, do all operators have current training? *Note: It is prohibited for persons under 18 to drive or ride on forklifts.*				

Falls from Heights

	Yes	No	N/A	Comments
Is fall protection equipment provided for workers? (e.g. harness, guard rail, safety net)				
Does scaffolding appear to be in good condition?				
Do elevated work/storage platforms (including scaffolds) have guardrails?				
Are ladders readily available for use?				
Are ladders in good condition? (e.g., no missing rungs)				
Are ladders in use set up and secured on even surfaces, and footed when necessary?				
Is use of fall protection equipment enforced?				
Are scaffolds inspected regularly?				
Is fall protection equipment inspected regularly?				

Electrical

	Yes	No	N/A	Comments
Is the floor/ground area clear of electrical cords?				
Are metal ladders and scaffolds prohibited in areas with energized parts of equipment, fixtures, and circuit conductors? (includes overhead power lines)				
Are GFCI's (ground-fault circuit interrupters) used where construction, demolition, modification, alteration or excavation work is being performed?				
Are all circuit panels accessible? (not blocked)				
Are there lockout/tagout procedures in place for electrical work?				
Are workers prohibited from "working live" (with energized wires)?				

Tools and Machinery

	Yes	No	N/A	Comments
Is there enough space around machines for operators to perform work without injury, and for others to avoid interfering with operators?				
Do tools and equipment appear to be in good condition? (free of burn marks, not bent, etc.)				
Are handheld tools and equipment unplugged when not in use in the field?				
Are hand tools padded?				
Are there guards on power saws, grinders, and similar equipment?				
Is use of nail guns with contact trip (touch sensitive) triggers avoided?				
Do machines have emergency stops/shut-offs?				
Do saws (planer, table, etc.) have magnetic restarts, to prevent them from automatically restarting after a power outage?				
Are there lockout/tagout procedures in place for machinery?				
Are tables/workstations height adjustable, for welding, assembly work, etc.?				
Are tools inspected regularly?				

Wood Dust, Lead and Other Chemicals

	Yes	No	N/A	Comments
Do tools and machines have dust collectors?				
Is the area free of accumulated wood dust or metal shavings? (potential fire hazard)				
For indoor settings, is fresh air provided?				
Are flammable substances (paint, gasoline, etc.) in fireproof containers?				
Are flammable substances stored away from possible igniting elements or surfaces?				
Are gas-powered tools, such as portable generators, always used OUTSIDE and away from windows, doors and vents? (potential carbon monoxide poisoning)				
For work involving cement/concrete/grout, are wet cutting practices in place, or local exhaust ventilation used? (potential silica and/or asbestos exposure)				
For work on structures built prior to 1978, are precautions taken to prevent lead exposure? *Note: It is prohibited for persons under 18 to perform renovation work involving potential lead exposure.*				
For any worksite containing asbestos, have identifying signs and labels been attached or posted so all employees know to avoid these materials?				
For any work on structures that may contain asbestos, are precautions taken to prevent exposure? *Note: It is prohibited for persons under18 to perform renovation, repair, or demolition of asbestos-containing material.*				
Is there a flammable storage permit? (For stationary business/establishment worksites)				

Education Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Are there appropriate staff-to-child ratios in place? (e.g. never more than 3 children <2-years-old per staff member)				
Is indoor space well-lit?				
Are ceilings, walls, other surfaces free from mold and water damage?				
Are sanitizing chemicals labeled?				
Are employees trained in ways to reduce back injuries, such as proper lifting?				
Are there handrails by the stairs?				
Are emergency procedures and evacuation routes posted by exits?				
Is outdoor space free of hazards? (e.g., no poisonous plants, broken glass, dangerous machinery or tools; fencing provided if near streets/cars; etc.)				

Infection Control for Workers

	Yes	No	N/A	Comments
Is infection control procedure training provided for all employees?				
Will the student be provided with any required vaccines?				
Is bloodborne pathogen training required for all employees?				
Are latex-free disposable gloves provided for use?				
If there are multiple areas within the worksite for different tasks (e.g. separate rooms for food preparation, diapering, etc.) are hand-washing stations available in the vicinity of each?				
Are disposable hand towels or automatic blow-dryers available near hand washing stations?				

Health Services Worksite Assessment Checklist

	Yes	No	N/A	Comments
Are biohazard/sharps disposal containers readily available, and changed out when full?				
Are biohazard/sharps disposal containers labeled with a biohazard warning label or colored red?				
Are hand-washing stations and/or hand sanitizer readily available?				
Does the employer offer tuberculosis testing to employees?				
Are storage areas neat and organized with heavy items between knee and shoulder height?				
Are stepladders readily available for use?				
Are employees using/wearing PPE?				
Medical gloves (e.g., nitrile)				
Masks				
Goggles				
Gowns				
Are beds adjustable? (Do they work?)				
Are mechanized sit/stand and total lifts available? (Do they work?) *Note: As of July 19, 2010 it is prohibited for persons under 18 to operate power-driven hoists, including patient lifts.*				
Is bloodborne pathogen training required for all employees?				
Does the unit in which the teen will be working use needles with sharps injury prevention features?				
Are panic buttons available? (e.g. reception, x-ray suite, nurses stations, heavily trafficked public places)				
Is there a workplace violence prevention program in place, or incorporated into an existing accident prevention program or employee handbook? (e.g. dealing with difficult patient encounters)				

Hospitality and Tourism Worksite Assessment Checklist

	Yes	No	N/A	Comments
Are employees wearing slip-resistant footwear?				
Are latex-free gloves available for use?				
Does all powered equipment (such as the slicer and industrial size mixer) have safety guards?				
Are hand tools (knives, mincers) in good condition and sharpened?				
Are the floors clean and not greasy? (drainage for floors, etc.)				
Are wet floor signs posted, as needed?				
Do the floors have non-skid mats? (may be combined with anti-fatigue mat)				
Do the floors have anti-fatigue mats? (may be combined with anti-slip mat)				
Do walk-in refrigerators and freezers have a panic bar, or other way to exit from inside?				
Is there room to walk in the kitchen without interfering with other workers?				
Are there separate and labeled in/out doors to/from kitchen?				
Are stepladders or step stools readily available for use? (for reaching items stored higher up)				
Are cash registers closed when not in use?				
Are panic buttons available? (e.g. cash register/reception, heavily trafficked public places)				
Are protective measures in place for hot oil exposures, grease fires, and steam from pots? (e.g. K-rated fire extinguisher)				
Is there a workplace violence prevention program in place, or incorporated into an existing accident prevention program or employee handbook? (e.g. robbery training, difficult customer encounters)				

Information Technology Services Worksite Assessment Checklist

	Yes	No	N/A	Comments
Are employees using/wearing safety glasses, when needed?				
For employees working on hardware or inside computers, have all metal accessories (rings/bracelets, zippers) been removed?				
Are computers being worked on internally unplugged and detached from all other equipment (printers, monitors, etc.)?				
Are headsets or other adaptive devices for telephones available? (e.g. employees can keep head upright/shoulders relaxed while using computer at the same time)				
Do workspaces and computer workstations have enough room to easily move around and perform work comfortably and without injury?				
Can computer workstations be adjusted? (e.g. feet on ground, adjustable screen height and keyboard)				
Are regular breaks encouraged?				

Manufacturing, Engineering and Technological Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Is this the only worksite at which student will work? (if others, note in comment section)				
Are employees wearing PPE?				
Safety goggles				
Face shields				
Head protection (hard hats, bump caps)				
Hearing protection				
Respirators				
Gloves				
Knee pads				
Leather aprons or burn jackets				
Foot protection				
Are ladders in good condition? (no missing rungs)				
Are rolling ladders available in warehouse settings?				
Is material handling equipment in good condition (e.g. dollies, conveyors)				
If there is a loading dock on site, is dock in good repair? (e.g. no potholes, large cracks)				
If there is a loading dock on site, are dock doors kept closed between trucks?				
Is there a separate area for lunch/eating, away from hazardous substances?				
If there are forklifts onsite, do all operators have current training? *Note: It is prohibited for persons under 18 to drive or ride on forklifts.*				

Electrical Safety

	Yes	No	N/A	Comments
Are outlets and switches in good condition?				
Are there enough outlets available? (e.g., One socket = one plug; extension cords for temporary work only)				
Are GFCI's (ground-fault circuit interrupters) used near sinks/water sources and damp areas?				
Are metal ladders and scaffolds prohibited in areas with energized parts of equipment, fixtures, and circuit conductors? (includes overhead power lines)				
Are there lockout/tagout procedures in place?				
Are computers being worked on internally unplugged and detached from all other equipment (printers, monitors, ect.)?				

Tools and Machinery

	Yes	No	N/A	Comments
Is there enough space around machines for operators to perform work without injury, and for others to avoid interfering with operators?				
Are walkways/aisles, or other non-hazardous areas clearly marked? (e.g., black/white tape on the floor)				
Do elevated work/storage platforms have guardrails?				
Are conveyors appropriately guarded? (to prevent hands getting caught in rollers, equipment falling off onto pedestrians)				
Are workstations set up ergonomically? (employees appear to be working in natural positions—not forced or awkward)				
Do tools and equipment appear to be in good condition? (free of apparent damages)				
Is portable electric equipment (soldering guns, breadboards, etc.) unplugged when not in use?				
Are there guards on power saws, grinders, and similar equipment?				
Do shop machines have emergency stops/shut-offs?				
Does powered machinery, including saws, have magnetic restarts? (to prevent them from automatically restarting after a power outage)				
Do tools and machines have dust collectors?				
Are tables/workstations height adjustable (for welding, assembly work, etc.)				
Are workstations set up ergonomically? (employees not working in forced or awkward positions)				
Are hand tools padded?				
Are there lockout/tagout procedures in place for machinery?				

Chemical Safety

	Yes	No	N/A	Comments
Are flammable materials (paint, gasoline, paper) sealed in fireproof containers?				
Are flammable materials kept away from possible igniting elements or surfaces?				
Are there fire-safe containers and storage cabinets?				
Is there a flammable storage permit?				
Are there poison storage cabinets? (toxic substances)				
Is either natural or mechanical air ventilation provided in work areas?				

Laboratory Safety

	Yes	No	N/A	Comments
Are non-latex gloves available?				
Are Bunsen burners, gas valves, and other heating apparatus turned off when not in use?				
Are refrigerators, shelves and countertops containing potentially infection materials free of food or drinks?				
Are biohazard/sharps disposal containers readily available?				
Are biohazard/sharps disposal containers labeled with a biohazard warning label or colored red?				
Is there a sink for washing in the laboratory?				
Is there a portable eye-wash facility available?				
Are identified emergency/safety showers readily accessible?				
Is there a chemical hygiene plan for lab operations?				

Transportation Worksite Assessment Checklist

General Safety

	Yes	No	N/A	Comments
Are employees wearing PPE?				
Respirators with HEPA (pink) filters				
Supplied-air respirators (auto body shops)				
Safety goggles				
Face shields				
Safety Gloves (leather for welding; 1000 volt rubber for hybrids)				
Knee pads				
Leather aprons or burn jackets				
Plastic gel/welding curtains				
Are ladders in good condition? (e.g., no missing rungs)				
Are ladders in use set up on secure, even surfaces?				
Is there a separate area for lunch/eating, away from hazardous substances?				

Shop Safety and Equipment/Tools

	Yes	No	N/A	Comments
Is there enough space around machines for operators to perform work without injury, and for others to avoid interfering with operators?				
Do elevated work/storage platforms have guardrails?				
Are walkways/aisles, or other non-hazardous areas clearly marked? (e.g., black/white tape on the floor)				
Are workstations set up ergonomically? (employees appear to be working in natural positions—not forced or awkward)				
Do tools and machines have dust collectors?				
Do trash compactors have interlocked doors or “dead man’s switch”?				
Is equipment available to service multi-piece rim wheels? (e.g., clip-on chucks, restraining devices)				
Is a regular, recorded maintenance schedule kept for lifts, including when and how they are inspected?				
Are all technicians who work on hybrid cars certified in hybrid car repairs?"				

Chemical Safety

	Yes	No	N/A	Comments
Is there a down-draft or cross-draft spraybooth, with air flow system?				
Is there a vapor degreaser?				
Is there an auto-exhaust collection system?				
Is there a designated area for hazardous waste storage?				
Are flammable substances (gasoline, paint, etc.) sealed in fireproof containers?				
Are flammable substances kept away from possible igniting elements or surfaces?				
Are there labeled fire-safe storage cabinets?				
Are compressed gas tanks chained and capped?				
Is there a flammable storage permit?				
Is speedy dry or kitty litter available? (for cleaning small spills)				
Are employees wearing PPE?				
Respirators for volatile organic compound (VOC)				
Splash goggles				
Face masks (*not* dust masks)				
Safety Gloves (blue or purple nitrile)				
Is there a respiratory protection program in place?				

Final Review Checklist

	Done	Comments
Has the employer's ability to manage occupational safety and health hazards been assessed?		
Has the worksite mentor/supervisor of the student been assessed to determine if he/she has the adequate skills, training, experience, and time necessary to oversee the student at the worksite?		
Has the worksite been inspected to identify occupational safety and health risks?		
Has the worksite been assessed for compliance with child labor laws?		
Is there a procedure in place for the school to be notified in the event of an emergency or problem?		
Have student disability issues been evaluated in terms of the worksite? (e.g.. medical condition, handicap, other disability)		
Has the worksite liability and accident insurance coverage been addressed?		
Have working papers been applied for and approved?		
Has the co-op agreement been developed and signed by the student, student's parent or guardian, employer and school?		
Has training been provided to the student on occupational safety and health risks likely to be encountered on the job and how to protect him/herself?		
Has the student been given an assessment to determine if he/she understands the safety and health risks of the job?		
Has the parent or guardian been given a copy of the handout "A Guide for Parents: Students in Co-op Placements"?		
Has the employer been given a copy of the handout "Employer Tips: Keeping Co-op Students Safe on the Job"?		

Employer Tips

Teens at Work: Injury Surveillance & Prevention Project
Occupational Health Surveillance Program | Massachusetts Department of Public Health

Keeping Co-op Students Safe on the Job

Co-op work experiences provide students an opportunity to gain knowledge and skills not obtainable in a school-based setting. However, these experiences also have risks; each year more than 160,000 U.S. teens are injured at work, about a third of who are hurt badly enough to seek emergency room treatment. This tip sheet provides some simple guidelines employers can follow to help prevent injuries to co-op students placed at their worksites.

5 Steps to Safer Co-ops

1 Know and Post the Child Labor Laws

The Child Labor Laws prohibit teens from working late or long hours, and from performing certain hazardous tasks. **You should post the child labor laws in a prominent place where all employees can see them.**

Exemptions to the child labor laws for co-op students still have limitations; they may be performed *only* if the task is:

- significant to the co-op student's training;
- done *only* intermittently and for short time periods
- done only under the direct supervision of a qualified or experienced person

Remember, health and safety regulations that apply to your business cover all employees, regardless of age.

2 Eliminate Hazards

- ***Identify hazards.*** Review where injuries have occurred in the past.
- ***Eliminate hazards.*** Redesign work areas, tasks or equipment in a way that takes the hazard out of the picture; this can often be accomplished without expensive technology.
- ***Provide PPE.*** Personal protective equipment, such as goggles, safety shoes an gloves, can help protect against injuries and may even be required by law.

3 Provide Health & Safety Training

Work with teens to identify hazards and train them on how to do tasks safety.

- ***Explain.*** Explain what tasks they are not allowed to do according to the child labor laws and their co-op agreement, and give clear instructions for each task.
- ***Review.*** Review steps on the proper way to perform each task assigned.
- ***Discuss.*** Talk about any questions they have.

4 Provide Effective Supervision

Recognize that what might be obvious or common sense to an experienced employee might not be as clear to a young worker tackling a project for the first time.

- ***Set an example.*** Supervisors and older employees can set good examples by following safety rules.
- ***Show them.*** It is important to build health and safety knowledge through hands-on training and on-the-job coaching by the student's supervisor and other skilled staff.
- ***Observe them.*** Observe students to see that they are using the safe practices they were trained to use. If you see a teen using unsafe behaviors, correct his or her actions and explain why it is important.
- ***Encourage them.*** Teens may be reluctant to let others know when they don't understand something, so create an atmosphere that encourages speaking up when a problem arises or if instructions are unclear. Let students know it is expected they will need to ask about things, sometimes more than once, since a major part of co-op is learning new skills.

5 Prepare Students for Emergencies

Employees of all ages should be ready to handle different types of emergencies at work.

- ***Instruct on emergencies.*** Show your co-op students escape routes and explain what to do in the event of a fire, a potentially violent situation, or other emergency.
- ***Provide injury procedures.*** Teens also need to know what to do and where to go if an injury should occur. Make sure this information is written and accessible to all employees.

Making an effort to eliminate hazards, provide supervision and ongoing training, and actively involving *all* employees in prevention can go a long way toward reducing injuries and illnesses, building morale, and lowering your workers' compensation costs.

Last updated May 2011, OHSP

Frequently Asked Questions about Co-ops

Working with Family
A student doing his or her co-op placement with a relative can be a great opportunity for both. Still, **all child labor laws and co-op guidelines apply to students who carry out their co-op in a family member's business.**

What are the employer benefits of hosting a co-op student?

- Recruiting an employee in an effective, inexpensive way
- Receiving a worker with work safety and health foundation skills
- Receiving a worker already versed in the language and technology of the trade
- Observing co-op students in action for potential hire after graduation
- Building a positive relationship with the local school

How are co-op students different from a work-study students?

- **Co-ops are a curriculum requirement.** A co-op is a required component of vocational technical education during a student's junior/senior years. Work study programs are optional for traditional high school students.
- **Co-op students are employees.** Co-op students are always employed by the company at which they are placed; they are paid at least minimum wage and covered by the employer's workers' compensation insurance (which protects the employer should the student be injured on the job). Work study students may or may not be employed by the company.
- **Co-op students are exempt from some Child Labor Laws.** There are some hazardous tasks allowed for co-op students that are generally prohibited for persons under 18 (see below). These tasks are allowed under specific conditions with the understanding that they are essential to the student's training. There are no Child Labor Law exemptions for work study students.

What is the Co-op Agreement?

The co-op agreement is a contract that outlines the scope of the work the student will perform, and the responsibilities of the school, the student, and the employer. It is signed by all parties just mentioned, as well as the student's parent/guardian.

What is OSHA 10?

OSHA 10, developed by the Occupational Safety and Health Administration, is a comprehensive 10-hour safety training course for employees on workplace hazards, safety, and health. These trainings can greatly benefit any employer. There is both a General Industry course and a Construction course. OSHA 10 is not required for co-op students, however, any who have completed the training will have a certificate of completion.

Summer Co-ops
Some students choose to do summer co-ops and forego their break, but summer co-ops are different from students choosing to work for you while on vacation. **Co-op exemptions to the child labor laws *do not apply* in the summer, for students that work on their own time and not through the school.**

PROHIBITED JOBS FOR PERSONS UNDER 18

*Exemptions for co-op students are starred * and allowed only under the criteria listed on front of this sheet, including hazardous task training for students, and closely supervised intermittent performance.*

- Drive a vehicle, forklift, or work assist vehicle (except golf carts in certain circumstances)
- Ride as a passenger on a forklift
- Operate, clean or repair power-driven meat slicers, grinders or choppers *
- Operate, clean or repair power-driven bakery machines (except for certain countertop models and pizza dough rollers)
- Work 30 feet or more above ground or water *
- Handle, serve, or sell alcoholic beverages
- Use circular, chain, or band saws; guillotine shears; wood chippers; and abrasive cutting discs *
- Use power-driven woodworking machines *
- Use, service, drive, or work from hoisting machines
- Operate or load power-driven balers, compactors, or paper processing machines *
- Use power-driven metal-forming, punching, or shearing machines *
- Use buffing or polishing equipment *
- Manufacture brick, tile, or kindred products
- Manufacture or store explosives
- Work in excavation *
- Work in forest fire fighting, forest fire prevention, timber track operations, and forestry service
- Work in wrecking, demolition, or shipbreaking
- Work in logging, sawmilling, or mining
- Work slaughtering, packing, or processing meat and poultry*
- Work in railway operations *
- Work in roofing or on or about a roof *
- Work in foundries or around blast furnaces *
- Work manufacturing phosphorus or phosphorus matches *
- Work where they are exposed to radioactive substances
- Work as a firefighter or engineer on a boat *
- Oil or clean hazardous machinery in motion *
- Work in any job requiring the possession or use of a firearm

Sample Co-op Student Feedback Form/Log

Think about your work experience over the past day/week, and reflect on the relevant questions, below. You may respond below, or on a separate sheet of paper.

Date:
Time of Shift(s):

What did I do today/this week?

What *new* things did I learn today/this week?

What safety practices did I observe and/or follow?

How is what I learned relevant to the technical frameworks from my major?

What kind of training did I receive?

Where/from whom can I get more information for things I need to learn about?

What did I observe other people doing?

How did I demonstrate or display professional behavior?

How are you treated by your co-workers?

Do you think you are doing too much “grunt” work?

Based on your experiences, what advice would you give to other co-op students?

Protecting Your Working Teen

A Guide for Parents: Students in Co-op Placements

Co-op placements (jobs that are part of vocational technical students' curriculum) can be valuable experiences for teenagers; they are designed to build lifetime skills and self-confidence. At the same time, working co-op students also face risks, even in jobs that seem safe. Teens are more likely than adults to get hurt at work.

Every year, more than 160,000 U.S. teens are injured at work, and many are killed. Injuries at work should not be considered "part of the job." Most injuries can and should be prevented. Employers, young workers, schools and parents all have roles to play in ensuring that co-op work placements are positive, safe experiences. The information in this guide can help you play a part in keeping your teen safer at work.

Questions to consider *prior* to your teen's co-op...

Of the school:

- What tasks is my teen expected to perform at the worksite?
- Will my teen be performing any tasks generally prohibited for teens in non co-op jobs? If so, what are they?
- Will my teen be trained on how to perform all assigned tasks?
- Will my teen be trained in emergency procedures?
- Is it my responsibility to obtain or purchase any personal safety or protective equipment that is needed for my child's job? (e.g. eye protection, gloves, shoes)
- What are the conditions most likely to cause an injury or illness while my teen works, and what steps will be taken to prevent them?
- What is the process for monitoring my teen's co-op experience? (e.g. face-to-face check ins, student journal entries)
- If my teen is injured at the worksite, who will notify me (school, employer, both)?
- Who should I contact if I have questions or concerns?

Of your teen:

- Do you understand what your responsibilities will be?
- Do you have any questions about the safety and health or training requirements for your co-op?

Checking in with your teen *during* the co-op...

Remember to keep talking after your teen starts working:

- Are you enjoying your co-op?
- What does your workplace look like, and where you do you work there?
- Did you learn anything new today?
- What are some of the challenging (and/or exciting) parts of your job?
- Do you feel comfortable doing everything you're assigned to?
- Did you receive training on how to do your tasks? (can also be phrased for tasks brought up in a specific conversation)
- How do you like your supervisor?
- Do you get regular feedback from your supervisor, so you know how you're doing?
- Is your supervisor always nearby?
- Do you feel comfortable reporting any concerns to your supervisor?
- Do you feel comfortable asking your supervisor for help, if you have a question about performing a task or need a refresher on how to do it?

Last updated May 2011, OHSP

The Child Labor Laws in Massachusetts

Child labor laws exist to protect teenagers in the workplace. They limit the hours teens are legally able to work, and protect teens' health and safety by prohibiting work in hazardous jobs or dangerous tasks. Below is a summary of the child labor laws most relevant to Massachusetts co-op students, including hour restrictions, work permit information, and *some* of the hazardous tasks prohibited for minors.

All co-op students must be at least 16 years old, so laws related to teens under 16 are not included below.

The legal work hours for 16- & 17 year-olds:

- Only between 6 am and 10 pm on nights preceding a regularly scheduled school day
- If the establishment stops serving customers at 10 pm, the minor may be employed until 10:15 pm
- Only between 6 am and 11:30 pm on nights ***not*** preceding a regularly scheduled school day, except in restaurants and race tracks until midnight
- Maximum of 48 hours per week, 9 hours per day, and 6 days per week

After 8 pm, all minors must be directly supervised by an adult who is located in the workplace and reasonably accessible.

Work Permits

Teens under 18 must get a Work Permit from the school district in which they live or go to school. Co-op students must get a special Cooperative Education Employment Permit from the superintendent or designated official at their school.

Workers' Compensation

If your child is injured at work, they may be eligible for workers' compensation benefits. Contact the Massachusetts Department of Industrial Accidents at 800-323-3249 x470, or www.mass.gov/dia, for more information.

PROHIBITED JOBS FOR PERSONS UNDER 18

There are special exemptions that allow co-op student to perform some tasks usually prohibited for teens under 18. These tasks are starred below and allowed only under special criteria, including hazardous task training for students, and closely supervised intermittent performance.*

- Drive a vehicle, forklift, or work assist vehicle (except golf carts in certain circumstances)
- Ride as a passenger on a forklift
- Operate, clean or repair power-driven meat slicers, grinders or choppers *
- Operate, clean or repair power-driven bakery machines (except for certain countertop models and pizza dough rollers)
- Work 30 feet or more above ground or water *
- Handle, serve, or sell alcoholic beverages
- Use circular, chain, or band saws; guillotine shears; wood chippers; and abrasive cutting discs *
- Use power-driven woodworking machines *
- Use, service, drive, or work from hoisting machines
- Operate or load power-driven balers, compactors, or paper processing machines *
- Use power-driven metal-forming, punching, or shearing machines *
- Use buffing or polishing equipment *
- Manufacture brick, tile, or kindred products
- Manufacture or store explosives
- Work in excavation *
- Work in forest fire fighting, forest fire prevention, timber track operations, and forestry service
- Work in wrecking, demolition, or shipbreaking
- Work in logging, sawmilling, or mining
- Work slaughtering, packing, or processing meat and poultry*
- Work in railway operations *
- Work in roofing or on or about a roof *
- Work in foundries or around blast furnaces *
- Work manufacturing phosphorus or phosphorus matches *
- Work where they are exposed to radioactive substances
- Work as a firefighter or engineer on a boat *
- Oil or clean hazardous machinery in motion *
- Work in any job requiring the possession or use of a firearm

Contact any of the agencies listed below if you need additional help:

MA Office of the Attorney General (enforces state child labor laws)……...(617) 727-3465
US Department of Labor, Wage and Hour Division (enforces federal child labor laws)……..(617) 624-6700
MA Division of Occupational Safety (oversees the work permit process)……(617) 626-6952
MA Department of Industrial Accidents (oversees the workers' compensation system)……..(800) 323-3249 x470

For more information, contact the Massachusetts Department of Public Health *Teens at Work Project* at (617) 624-5632 or teens.atwork@state.ma.us. You can also visit our website at www.mass.gov/dph/teensatwork.