

Mindful communication focuses on the here, the now and the heart of the matter

Mindful communication happens when you're truly present in the moment and enter a conversation with curiosity, kindness and compassion. When you communicate mindfully, you listen to your conversation partner with an open, non-judgmental heart and speak with intention, emotional intelligence and honesty. There's no harsh language or gossip-driven speech involved.

Yet, even with the best of intentions, there are some things that can sabotage mindful communication. Here are some of them:

- Coming to a conversation with a predetermined outcome in mind.
- Hearing what you expect to hear, rather than what's actually being said.
- Having difficulty expressing emotions.
- Lacking attention skills.
- Wanting to get your own thoughts or position expressed first, instead of listening to the other person.
- Getting caught up in gossip and disruptive conversations.
- Forgetting to be compassionate toward the other person.
- Being preoccupied with internal chatter.
- Having the tendency to want to fix other people's problems instead of just listening.

Becoming adept at mindful communication takes practice, but is well worth the effort. Genuinely mind-

ful communication has the potential to bring harmony into personal relationships. It can help you think on your feet and resolve conflict in ways that afford all parties opportunities to be heard. It encourages transparency. Ultimately, mindful communication is about improving interactions with others and enhancing productivity.



A key element of communicating mindfully is listening.

A key element of communicating mindfully is listening. Start by limiting distractions whenever possible – turn away from the computer, turn off the television, put the book down, and so on. Intend to listen attentively to someone at work and at home without interrupting, asking questions, agreeing or otherwise inserting any speech. Attempt to *only* listen for the first three to five minutes of the conversation

before providing feedback or asking questions. Notice what happens inside you when you just listen, and notice how the other person responds.

Finally, practice pausing before you speak. Take one deep full breath and consider what's about to come out of your mouth before you say anything. Ask before giving someone your advice. Remember, people really just want to be heard and not everyone is looking for answers. Bring your empathy to every conversation.

Source: Workplace Options AWARE, B. Schuette and MHN



AED requirements for athletic programs

As of July 1, 2019, following passage of AB 2009, school districts that offer interscholastic athletic programs must acquire at least one automated external defibrillator (AED) for each district school and charter school, and place the devices where they can be available for all school athletic events in three to five minutes.

Additionally, each district and charter school must ensure that there's a written emergency action plan in place. The plan must describe the location of the medical emergency and the procedures to be followed in the event of sudden cardiac arrest or other medical incident related to athletic program activities. The new regulation is now part of Sections 35179.4 and 35179.6 of the California Education Code.

All current requirements for AEDs under the Health and Safety Code, Section 1797.196, are still applicable. District immunity to civil liability is provided when all of the requirements pertaining to AED use, including maintenance, testing and procedures, are followed. For more detailed information on these requirements, visit the SIA website at www.sia-jpa.org and review the Member Alert for AEDs dated October 2018.

SIA also has warning labels to indicate location and instruction signage. To order, contact afranco@sia-jpa.org.

Accessibility considerations for wall-mounted AEDs

By Bryan Moffitt, SIA ADA Specialist

Looking for automated external defibrillator (AED) units to meet the new AB 2009 law requirements? If so, there are a few accessibility considerations to keep in mind before you buy.

AEDs are typically either stored in portable carrying cases or in enclosed wall-mounted storage boxes. The law does not specify how or where the units are to be stored, only that they be available at all athletic events. Districts can choose the method best suited for their athletic programs and specific situations, which may include some combination of the two different types.

It's important to remember, though, that while portable AED carrying cases do not have any accessibility requirements, permanently installed wall-mounted AED storage boxes must comply with the 2016 California Building Code (CBC) Chapter 11B and 2010 Americans with Disabilities Act (ADA) building standards.

An important first step is to purchase a wall-mount storage box that can conform to these standards. There are three types of wall-mount boxes: surface mount, semi-recessed and recessed. Surface-mount boxes are not recommended because they extend more than four inches from the wall at a height above 27 inches and below 80 inches within a circulation path. This non-compliant condition called a protruding object is a safety hazard for those who are blind or have visual impairments.

SIA recommends purchasing semi-recessed or recessed boxes that are inset between the wall studs and designed to protrude less than four inches from the wall surface within the restricted height range.

Other important accessibility considerations for wall cabinet units include: 1) cabinet hardware 2) unit installation height and 3) unit location with appropriate clear floor space. For more information, check out the one-page brief posted under our ADA tab at <http://www.sia-jpa.org/loss-prevention/americans-with-disabilities-act-ada/> or contact SIA's ADA specialist Bryan Moffitt at bmoffitt@sia-jpa.org.



Take charge and protect your school property

Protecting school property is the responsibility of all staff and extra effort must be made to reduce losses from theft. Share these recommendations with your school staff:

- **Lock your door!** Check the door when leaving to be sure it's firmly closed and locked.
- **Check all windows and other points of entry for damage.** Ensure they close securely.
- **Keep track of keys.** Don't give your assigned keys to anyone who's not authorized to have a key for that room, gate, storage, gym, etc.
- **Keep window coverings closed during off-hours** to hide room contents.
- **Ensure that high-value rooms** (e.g. computer labs) have secure windows and doors and operational alarms.
- **Stencil or label school property with the site and district name.** This includes PE equipment, tools, ladders and electronics.
- **Check to be sure all fire and intrusion alarms are working properly.** Request repairs for any malfunctioning elements.
- **Check campus lighting.** Report burned-out bulbs. Consider installing motion sensors.
- **Check fences and gates for damage.**
- **Get to know your neighbors** and ask them to help keep an eye on your campus.
- **Promote the WeTip crime-reporting hotline.**
- **Use the automated phone service** to send calls home to your school families asking them to report any unusual activity during off-hours.



Getting the message out

If you send an automated message to your school families to ask for their assistance in watching your campus, here's a script you can adapt to fit your site's needs:

Hello, this is {superintendent's name}, superintendent of the {district's name}. The students and staff of our district are asking for your assistance in protecting our school campuses during the upcoming holiday break. Damage caused by vandalism, burglary and arson is costing our district thousands of dollars a year. If you see anything suspicious, please contact the {city police; county sheriff; district police} immediately at {phone number}. You may also report information anonymously using the WeTip crime-reporting hotline at 1-800-78-CRIME. We greatly appreciate your help and together we can protect our schools.

Before you accept that art supply donation, check the safe-use fine print

The generosity of school families and the community is always appreciated. However, good intentions may be harmful to younger students. If you receive donations of art supplies, or if your teaching staff purchases materials, be sure to check that the items meet the safe-use guidelines for K-6 students.

California law (Education Code Section 32064) prohibits the purchase of arts and crafts materials containing toxic substances for use by K-6 students and requires that art products for use in the 7th to 12th grades are properly labeled with information on long-term health risks and safe-use instructions. Some arts and crafts products marketed for the general public may be inappropriate for children because they contain toxic chemicals that can be ingested, inhaled or absorbed through the skin.

Although your district's purchasing department will be aware of these concerns, your site staff and school families may not be. More detailed guidelines and helpful information are available on the state Office of Environmental Health Hazard Assessment (OEHHA) website at <https://oehha.ca.gov>. For a list of arts and crafts materials that cannot be purchased for use by K-6 students, visit <https://oehha.ca.gov/media/downloads/risk-assessment/document/arthazardslistaugust2018f.pdf>.





Use WeTip

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

WeTip
WWW.WETIP.COM
1-800-78-CRIME



StopT!

For additional information
on starting this program in your schools,
contact Rick Jenkins
at rjenkins@sia-jpa.org.

Write more to become a more confident writer

Writing should be enjoyable, not a job chore to avoid. The enjoyment of writing starts with building confidence in our ability to put words together in ways that inform, inspire and convey our life experiences. Following are some tips for improving writing skills:

- **Read a great deal.** Notice how other writers form their paragraphs and express their ideas.
- **Write more.** The more you write, the more relaxed you'll be as you approach the task. When you stop agonizing over every word, you'll begin to enjoy the process.

- **Appreciate your own experience.** If your position requires you to write, you almost certainly have the background and skills to succeed at it. Recognize the skills you bring to the work and enjoy the sense of confidence it brings.



- **Change your view of criticism.** Writing is a personal experience, but that doesn't mean that you should react personally to criticism and feedback. Welcome comments from those who take time to read your work, and resolve to use what you hear to improve.

Source: *Communication Briefings*

QUOTE TO NOTE

"Far and away the best prize that life has to offer is the chance to work hard at work worth doing."

– Theodore Roosevelt

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



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