

**District Employee Injury Prevention and Management  
Plan for  
Joplin Schools**

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## [Employee Injury Report](#) [Supervisor Work Injury Report](#)

Additional supporting documents available from our Workers' Compensation Carrier, RAS, include:

Safety Committee Best Practices and Procedures Booklet  
Safety Inspection Checklist  
Facility Hazard Assessment Form for Slip, Trip, and Fall Prevention  
Incident Investigation Best Practices  
Slip, Trip, and Fall Incident Investigation Form  
Chemical Exposure Incident Investigation Form  
General Incident Investigation Form  
Supervisor Report of Accident Form  
State Claims Reporting Kits  
Employee Benefits of Prompt Injury Reporting Handout  
Many Safety Tip Sheets, Best Practices, and Posters (on a wide variety of topics specific to schools)

*This document was created on 06/02/2021 and will be reviewed on an annual basis.*

## **Superintendent's Policy Statement**

The superintendent and school board of Joplin Schools are committed to providing a safe and healthy work environment for all our employees, students, and visitors. It is the responsibility of managers, administrators, and supervisors to conduct all school activities and operations to protect all employees from harm and ensure that all staff has adequate resources to perform their jobs safely.

Although management has committed itself to your safety, we all share responsibility, at all levels, to perform work safely. It is truly everyone's responsibility to follow correct procedures, participate in the necessary training, pre-inspect their work area, and appropriately conduct their work. Often employee injuries are due to avoidable accidents that include slips and falls, housekeeping issues, or inattention. We must all share the responsibility to identify, communicate, and eliminate any hazards in the workplace.

Virtually all injuries are avoidable, and with everyone's dedication, our district will not only limit employee injuries but also maximize our resources for our primary mission, to educate.

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**Superintendent Dr. Melinda Moss**

## **Managers and Supervisors**

Each level of management must exhibit a commitment to the safety and health of all employees and students by providing training and resources necessary for staff to perform job activities and by setting a personal example by complying with all district safety and health requirements and procedures. Managers and supervisors will also be held accountable for failures within their department that could be attributed to uncorrected unsafe behaviors and failure to train, retrain, or provide the proper equipment to perform jobs correctly.

## **Employee Accountability**

All employees are responsible for the safety and welfare of themselves, their co-workers, visitors, and our students. Employees will be held accountable for any violations of safety and health practices, policies, and procedures.

## **Employee Commitment and Involvement**

All employees are strongly encouraged to participate and communicate with supervisors and managers to promote safety in the workplace, report hazards and deficiencies, and:

- Follow all established safety procedures. Perform tasks with safety in mind, avoiding risky actions.
- When needed, use step stools or ladders, do not climb on chairs, desks, or other objects.
- Do not come to work under the influence of alcohol or mind-altering drugs.
- Become involved in all aspects of accident prevention.
- Submit safety comments or suggestions to supervisors, managers, or respective safety committees.
- Be a job coach for co-workers by providing support and positive peer pressure.
- Participate in safety committees either as a member or by providing feedback to their committee representative.
- Report all hazards immediately to their supervisor and/or manager and if not able to be corrected immediately, secure the area, or isolate the hazard to prevent potential harm.
- Document reported hazards regardless of repair or remediation to management to not only inform management but to assist in determining if there is a long-term problem or chronic issue that requires greater intervention.

## **Safety Committees**

The district and each school and operations department will have their own safety committee that will consist of administrators, supervisors, and employees. *NOTE: Schools may include their safety meeting planning, discussion of safety practices, and accidents as a part of a building committee of their choice.* The committee (*or safety discussion*) is to review current safety practices, accidents (and trends), new requirements and policies, and employee suggestions and concerns. Committees shall meet a minimum of three times a year, quarterly preferred, with an agenda and will include minutes and sign-in attendance.

Safety committees and members will consist of:

**District Committee:** The district committee will consist of a senior management member, school administrators, department directors, teacher representatives, operations supervisors, and operations personnel.

**School/Facility/Department Committees:** Each school/facility/department will have a safety committee that includes school administrators or directors, supervisors, building managers, and employees.

## Safety Meetings and Related Records

Various meetings, training, investigations, and inspections will be conducted on a quarterly basis or as required by district or OSHA standards. These meetings or activities include but are not restricted to:

- **Safety meetings:** Typically scheduled 3 times a year for 9-month staff and 4 times a year for 12-month staff, an agenda should be presented, and minutes of the meeting shall be recorded and maintained by a previously designated individual. Agenda items should include inspection reports, accident reports, near misses, employee, and student/parent concerns. Records should be kept for 5 years.
- **Training records:** Training records should list the instructor, topic, and a summary of the instruction, location, date, and names of employees attending. In addition, a short quiz for those attending could be provided to document participation and comprehension. If training is online, completion certificates should be maintained on file and electronic records stored and backed up.
- **Accident investigation:** All injuries, near misses, or property damage should be investigated utilizing a standard district form or format. The investigations should include open-ended questions, photographs of the scene as needed, witness statements as needed, and a step-by-step evaluation to determine all factors that led to the accident to determine the root cause of the accident. Corrective action shall be detailed and recorded in the report, including training and communication to employees.
- **Equipment inspection and maintenance records:** Certain types of equipment require periodic inspections that include lifts, lift trucks (forklifts), cranes, hoists, bucket trucks, etc. These inspections are required at various times based on the type of equipment; examples are forklifts that require inspections before each shift and monthly inspections for cranes and hoists. Records should be maintained for the life of the equipment, particularly for those that involve heavy equipment and automotive vehicles.

## Safety and Health Training

The foundation of an injury prevention plan is training, particularly for employees that utilize equipment and new employees who are unfamiliar with the degree of hazards in their tasks. Orientation will require training pertinent to the employer's work area and responsibilities. All new employees should receive training so that they are familiar with safety requirements for their position, equipment, and facility surroundings, and be able to demonstrate their competency with the equipment they will use. Listed below are training requirements that may be applicable to all staff, along with additional training applicable to operations staff.

Required training for all district employees may include:

- AEDs
- Back safety
- Emergency responses
- Heat exhaustion symptoms
- Housekeeping
- Accident/injury reporting
- Hazard communication
- Asbestos awareness
- Bloodborne pathogens
- Fire extinguishers
- EpiPen use, first aid, and CPR
- Slips and falls prevention
- Personal protective equipment specific to job duties
- Hazard identification and reporting procedures

Specialized training for operations and/or vocational-technical education staff may include:

- Asbestos awareness (2 hours)
- Chainsaw safety
- Control of hazardous energy
- Electrical safety
- Forklift certification and safety
- Auto lifts
- Bucket truck operation and inspection
- Cranes and hoists
- Fleet safety
- Hazard communication (updated standard)

- Post-storm response
- Welding safety

Documentation of training is essential. OSHA requires more detail beyond a mere sign-in sheet for verification of training. The details below must be included with the verification of the training attendance sheet. At a minimum, the employee must demonstrate a basic understanding of the OSHA topic training content by passing a quiz or test that represents the goals and objectives of the training.

- Subject matter
- Name of trainer
- Printed names of attendees
- Quiz or test
- Summary of training
- Date of training
- Attendee signature

Refresher training is typically required on an annual basis to review critical elements of safety procedures applicable to employees' job duties and exposures. Some training may be bi-annual in accordance with OSHA standards or when re-certifications are due for renewal such as First Aid and CPR.

Regular safety reminders/discussions held throughout the year at any staff meetings are encouraged as they help build safety awareness and culture.

### Special Work Policies and Training

Employees that work in special hazard areas involving student behaviors, noise, respiratory irritants or toxins, hazardous energy or materials require more defined programs such as those listed below.

- **Challenging student behavior response program – reactive:** Teachers, paraprofessionals, security, and other staff are often faced with special education or discipline-challenged student outbursts that include hitting, kicking, headbutting, pulling hair, and biting. Staff needs training on methods to protect themselves and students in the moment of behavior escalation. Joplin Schools utilizes Crisis Prevention and Intervention (CPI).
- **Challenging student behavior prevention program – proactive:** Evidence-based behavioral management programs are critical to address and reduce the frequency of our district's most common challenging student behaviors and to enhance the personal development of our students. Joplin Schools utilizes Crisis Prevention and Intervention (CPI).
- **Special Education Staff:** In addition to specialized behavior training, staff should be made aware of safe techniques to lift or transfer students as this is critical to prevent both student and staff injury. Furthermore, special education staff needs to utilize the de-escalation components within the CPI program. Awareness of PPE and dress code elements to promote safety is expected and mandatory as deemed necessary by the Director of Special Education.
- **Responding to student fights:** Teachers and other staff have put themselves in harm's way physically and legally when stepping in to stop student fights. Rely on specially trained school support officers, student safety coaches, or school resource officers to develop long-term rapport and relationships with students and to respond to escalating situations. A radio, phone app, or other communication systems should be used to call on the administrator, attendance officer, or SROs when needed.
- **Footwear expectations:** Closed-toe, secure-fitting, rubber-soled, slip-resistant footwear is required for employees in food service, building-grounds, transportation, and other staff members as deemed necessary by the nature of their job. Special slip-resistant overshoes will be supplied to staff for required wear whenever stripping floors.
- **Hazard communication standard:** Employees that work with hazardous chemicals will require training on hazardous chemicals, the hazard communication standard, how to read Safety Data Sheets, understanding storage requirements, learning basic spill containment procedures, personal protective equipment, etc.

- **Lab safety program:** Science teachers who utilize labs will follow the district’s lab safety inspection policy that includes PPE for students and staff, safe handling of chemicals, proper chemical storage, waste procedures, emergency eyewash, and shower inspection and testing, emergency gas shut off procedures, proper chemical disposal, fume hood use, fire extinguisher use, etc.
- **Control of hazardous energy:** Employees that work with equipment that requires repair or maintenance will undergo annual training on the control of hazardous energy-requiring locking out (disconnects), blocking (hydraulic/gravity), bleeding (air or stored electricity), or installation of blanks in pipes, etc. The primary method is through locking out with individual keys and locks and may include group lockout where multiple employees are working on the same unit. Training is particularly critical for mechanisms with multiple energy sources.
- **Staff activity participation safety guidelines:** The primary responsibilities when interacting with students are to instruct, evaluate, encourage, supervise, communicate, manage, and direct – all at a safe distance from injury risks. However, when a demonstration of a specific physical skill is needed it should be done at a low level of speed and intensity. Alternative teaching methods should be considered, including video or pictures. When repeated demonstration during active practice is needed, experienced students should model the techniques to develop student leadership skills and keep the staff person’s body out of harm’s way. These guidelines should be considered when planning staff team-building exercises and in staff involvement in activities/events occurring on and off school grounds. If it is necessary to physically participate in activities or events, use caution, be alert, watch what you are doing, take time to stretch before participating, and wear appropriate attire for the activity (ex. athletic shoes for athletic activities, etc.)
- **Fleet policy:** Individuals operating district vehicles will undergo a periodic division of motor vehicles (DMV) record check to start at initial employment. All employees operating district vehicles will sign a DMV records release on an annual basis. In addition, each driver is checked against the Federal Motor Carrier Safety Administration database at hire and on an annual basis. Operators will report all unsafe conditions of vehicles and not operate the said vehicle until repaired.
- **Food Services:** Follow safe knife use, cleaning, and storage procedures. Remain diligent about the safe use of slicers, mixers, processors, steamers, ovens, dishwashers, and other equipment. Use oven mitts and forearm guards to prevent burns. Refer to Appendix E for further safety procedures.

### **Accident/Injury Reporting and Post-Injury Expectations**

Despite the efforts of our safety program, employee injuries may occur. If an employee incurs an injury, they must:

- Report the injury to an appropriate supervisor immediately, no matter how minor.
- Document the injury on the district’s workers' compensation form.
- Understand that even if medical treatment is not immediately necessary, timely injury reporting makes payment and speedy care more likely should it be needed later.
- Seek medical attention or first aid if needed.
- Follow the district’s workers' compensation procedures and if treatment is needed, use the district-approved provider for care. Contact Human Resources for additional information.
- Utilize the district’s required forms when going to a treating physician and return the required signed forms back to the supervisor.
- Understand if there are any physician-designated restrictions, the supervisory staff may accommodate the restriction or provide temporarily reassigned work. This temporary transitional work may be outside of an employee’s customary department, location, or shift per the business needs of the district, but will not exceed the treating provider’s recommendations.

- Understand that the hours of transitional duty work scheduled/offered, but not fulfilled, may result in a negative impact on compensable benefits from the workers' compensation insurance company.
- Understand that any designated restrictions apply to both home and work activities.
- Keep regular contact with the supervisor if restrictions cannot be accommodated and you are away from work.
- Expect contact from a workers' compensation claims representative.
- Realize that an accident investigation will be initiated as a standard procedure.

### **Accident/Injury Investigation**

The purpose of an accident investigation is to identify the root cause of an event that led to injury, property damage, or a near-miss incident with the objective to eliminate any potential for a reoccurrence that could again lead to injury or loss. By determining the root cause, preventive actions can be taken that may include new procedures, training, or equipment that will not only protect employees from harm but contribute to productivity in the workplace.

Using the district's Supervisor's Report of Injury form will assist in gathering information and identifying the root cause(s) of the accident/injury. The steps involved with an accident response and investigation consist of the following:

1. **Medical:** Seek immediate medical attention for the injured employee as needed.
2. **Secure:** Secure the scene, limiting access without removing materials other than safely disengaging any running equipment that could cause harm.
3. **Interview:** Without seeking to assign blame during the interview, reassure the injured employee that your immediate interest is in their welfare and determining the root cause of the event.
4. **Seek the root cause:** Ask open-ended questions. Begin with When, Where, Who, and What. Ask Why after you get the details from their point of view.
5. **Clarify:** Repeat the employee's story as you understand it to assure accuracy and allow the employee to correct the information as needed.
6. **Evaluate the work activity:** Review the work areas and document what task the employee was doing at the time of the incident.
7. **Photograph:** Take photographs as needed of the scene.
8. **Inventory:** Inventory and retain all tools involved and identify and secure any equipment that was involved.
9. **Witnesses:** Interview witnesses; ask open-ended questions, require written statements if needed.
10. **Step by step:** After interviews, review the work process step by step without re-enacting the event and while utilizing safety procedures and personal protective equipment, as necessary.
11. **Report and act:** Provide the information to the safety committee. List actions to prevent reoccurrence. Determine responsibility for these actions with a time frame for completion.

### **Recordkeeping**

Accident records will be recorded not only for compliance to identify trends and or performance issues that may require intervention. First aid only incidents will be maintained in record form via claim submission to our workers' compensation company and will be part of the annual management review of all injuries that occurred in the previous year.

## **Safety and Health Inspection Programs**

Senior managers and department heads will review all safety audits and inspections of schools and facilities within the district. Where there are apparent issues that require remediation, the manager and department head will inquire about the progress of either abating or resolving the issue.

All school administrators and facility managers will review their specific safety audits and address any safety discrepancies and act to cure those discrepancies. In addition, school administrators and facility managers are also responsible for having quarterly safety inspections for their own schools or facilities. The school/facility safety committee is an excellent resource for conducting inspections and involving employees.

## **Audit versus Inspection**

Audits differ from inspections in that audits will also include a review of the school or facility's safety and health records. These records include training records, safety committee minutes, self-school/facility inspection records, fire drill records, safety data sheets, lab inspection reports, AHERA manual records, and may include a physical inspection of the school/facility/work area.

An inspection is generally the physical observation of a school, facility, or work area that primarily focuses on physical hazards that may include inadequate walk-off mats at entrances, missing guards, blocked egress, unlabeled circuit breakers, missing ground pins, etc. and may include record reviews particularly in reference to hazard communication records (Safety Data Sheets).

Types of safety inspections and audits include:

- **Periodic school or facility safety inspection/audit:** Each school or facility will be inspected for safety and health violations on a periodic basis by the district's risk/safety personnel. The process will not only include a facility inspection but also an audit of safety committee records, fire drill records, self-inspection records, lab safety self-inspection records, hazard communication records (Safety Data Sheets), etc. Additional self-inspections in compliance with OSHA may include forklifts, cranes, hoists, automotive lifts, bucket trucks, scissor lifts, warehouses, etc. Each inspection/audit will be compared to previous years to determine if there is a trend requiring attention.
- **Fire department inspection:** Fire inspection reports will be reviewed by both the safety/risk management department as well as department heads and affected school administrators. Each deficiency will be addressed promptly with a written response back to the fire department. Each inspection/audit will be compared to previous years to determine if there is a trend requiring attention.
- **Asbestos inspection:** Asbestos inspections are conducted every 6 months in school facilities by a competent person that typically is the head custodian. Designated licensed personnel will conduct a more thorough and well-documented re-inspection every three years or whenever there is a renovation or potential disturbance of asbestos-containing building material. Inspection records will be stored in the location-specific AHERA manual.
- **Self-inspections:** Each school administrator or facility manager will conduct, through staff within the facility or safety committee members, an inspection of their own school or facility minimally on an annual basis. By inspecting a school or facility consistently, the school administrator or facility manager is demonstrating a proactive safety and health program while involving employees, sharing the commitment to their own safety and health program. Periodic inspections of each facility are also highly recommended.

- **Outside inspections:** Occasionally, an outside inspection may be requested for a facility or school. These inspections may be simply a second set of eyes to provide a fresh look at facilities and schools or they could be an asbestos inspector performing contracting services to federal inspection guidelines. These reports will be reviewed by appropriate department heads and senior management as needed and shared with employees if there are issues that need to be addressed.

### **Hazard Control Recognition and Correction**

Whenever noted, a hazard such as damaged equipment or missing guards should receive immediate action through one of the following:

**Hazard Correction:** Elimination of the hazard through the examples below:

- Discontinued use and removal of any tool or equipment noted to be unsafe or in disrepair. Tag the equipment 'Do Not Use' until repaired.
- Discontinued use and immediate discarding of any faulty ladders.
- Discontinued use of any chemical or substance that lacks labeling, a Safety Data Sheet, incompatible storage, and/or a damaged or leaking container (in case of leaks, consult the Safety Data Sheet for appropriate response procedures).

**Hazard Control:** Controls can be implemented for hazards such as moving parts or exposures that cannot be eliminated. Exposed hazards can be controlled through engineering (first preference), substitution (such as a less hazardous chemical), administrative work procedures/work practices, and personal protective equipment (final option after other controls have been explored).

Engineering controls may include but not be limited to:

- Isolation of employee from exposure to a hazard
- Guarding of equipment
- Adequate and effectively designed ventilation
- Interlocks
- Preventive maintenance

Administrative procedures/work practices may include but not be limited to:

- Written programs with administrative guidelines for required work practices
- Work rules and procedures
- Preplanning with performance criteria for specific jobs or tasks
- Reduced exposure by limiting the duration of exposure

**Personal Protective Equipment:** PPE is the least preferred hazard control option but is essential when there is no other alternative. PPE provision should be based on a hazard assessment that determines the level of exposure and type of PPE required. PPE may include:

- For teachers/paraprofessionals: Bite guards, Kevlar sleeves for bite/scratch injury prevention, shin protection pads, head protection, forearm pads, earplugs, or safety glasses
- Gloves (specific to hazard or chemical)
- Hard hat
- Hearing protection
- Respirator
- Eye protection
- Impervious clothing
- Arc protection clothing (multiple)
- Chainsaw specific PPE

PPE also requires periodic inspection, cleaning, disinfecting, and in some cases, testing (electrician gloves). PPE is only effective when used correctly, when clean, and when tested if required.

### **Emergency Action Plans**

Each school and facility shall have an emergency action plan that includes the following:

- Fire evacuation
- Assembly points
- Designated places of refuge (making considerations for the mobility impaired)
- Tornado sheltering
- Active shooter lockdowns developed in collaboration with local law enforcement
- Lockouts
- Fire response (trained use of fire extinguishers with limitations)
- Emergency response call numbers (911)

### **Asbestos Hazard and Emergency Response Act**

The Environmental Protection Agency (EPA) has banned asbestos from use in building materials since the 1980s. However, buildings and schools built prior to this time may have asbestos-containing materials. Asbestos was used in a variety of materials such as shingles, floor tiles, cement pipes, roofing felts, insulation, ceiling tiles, fire-resistant drywall, and acoustical products.

Each school is required to have an Asbestos Hazard Emergency Response Act on-site and accessible to staff. The following information should be included:

- A survey that identifies the location of asbestos-containing material present
- Type and condition of the asbestos material identified
- Records of periodic inspections (every 6 months and formal re-inspection every three years)
- Records of response actions
- Contact information for questions or issues with asbestos-containing material

Employees need to recognize the following about asbestos-containing material:

- If asbestos building materials are not damaged or disturbed and are maintained in good condition, the material does not impose a hazard to occupants
- Do not disturb any building material; contact the building manager who in turn will consult the buildings specific AHERA plan to determine the material's status
- Operations and maintenance staff should review the AHERA plan prior to working on any building material and contact as needed by the safety/risk management office through appropriate protocols to coordinate an appropriate response action
- Report any damage to asbestos or spill to the safety/risk management office and isolate the material from contact
- School administrators are required by the EPA to notify parents annually if their child's school building contains asbestos

### **Employee Disciplinary Policy**

Although we expect that all employees will embrace all safety and health requirements and procedures, disciplinary action is required when willful violations occur. It is a generally accepted practice that without enforcement, there is no safety policy. Thus, this accident prevention plan includes disciplinary action when required.

In response to safety violations, the district has adopted a progressive disciplinary procedure that mirrors the district's general human resource policy. Disciplinary action will be given for a willful disregard for safety violations.

**Employee Suggestions/Program Review**

Employees are encouraged to send suggestions to their respective safety committee, the safety/risk management office, or supervisory staff regarding any actions that may enhance the district's safety plan and/or the work environment. Suggestions may be made anonymously or signed; if signed, a written or verbal response will be provided.

This injury prevention and management plan will be reviewed on an annual basis with input from the district's safety committee, supervisors, and general employees to determine any needs for changes or updates.



## Appendix B: Key School/Facility Inspection/Records/Drills

The items listed below are key areas that require attention, specifically periodic self-inspection, to ensure the safety of our staff, students, equipment, and facilities. Each heading subject also contains the main components of what must be inspected to verify that the items, machines, or tools are free of hazards and that all safeguards are in place. Additional details on the subjects may be found in our policies.

Self-inspections, recordkeeping, and drills should include but not be restricted to the following:

- Processing, Receiving, Shipping, and Storage: Equipment, job planning, layout, heights, floor loads, projection of materials, materials-handling and storage methods, and training on equipment use.
- Building and Grounds Conditions: Floors, walls, ceilings, exits, step nosing condition, stair lighting, railings, walkways, ramps, platforms, driveways, aisles, and entrance walk-off mat length.
- Housekeeping Program: Waste disposal, tools, objects, materials, leakage and spillage, cleaning methods, schedules, work areas, remote areas, and storage areas.
- Electricity: Equipment, switches, breakers, fuses, switch boxes, junctions, special fixtures, circuits, insulation, extensions, tools, motors, grounding, and national electric code compliance.
- Emergency Evacuation and Fire Drills: Unblocked exits, exit lights, established assembly points, places of refuge, identification of staff needing assistance, recordkeeping, fire wardens.
- Lighting: Type, intensity, controls, conditions, diffusion, location, and glare and shadow control.
- Lock Down/Lockout: Procedures, training, drills, and recordkeeping with law enforcement support.
- Heating and Ventilation: Type, effectiveness, temperature, humidity, controls, and natural and artificial ventilation and exhaust.
- Machinery: Points of operation, flywheels, gears, shafts, pulleys, keyways, belts, couplings, sprockets, chains, frames, controls, lighting for tools and equipment, brakes, exhausting, feeding, oiling, adjusting, maintenance, lockout/tag-out, grounding, workspace, location, and purchasing standards.
- Personnel: Training, including hazard identification; methods of checking machines before use; type of clothing; personal protective equipment; use of guards; tool storage; work practices; and methods of cleaning, oiling, or adjusting machinery.
- Hand and Power Tools: Purchasing standards, inspection, storage, repair, types, maintenance, grounding, use, and handling.
- Chemicals: Storage, handling, transportation, spills, disposal, amounts used, labeling, toxicity or other harmful effects, warning signs, supervision, training, protective clothing, and equipment, and hazard communication requirements.
- Fire Prevention: Extinguishers, alarms, sprinklers, smoking rules, exits, personnel assigned, separation of flammable materials and dangerous operations, explosive-proof fixtures in hazardous locations, and waste disposal.
- Maintenance, including tracking and abatement of preventive and regular maintenance: Schedules, effectiveness, training of personnel, materials, and equipment used, records maintained, method of locking out machinery, and standard operating procedures.
- Personal Protective Equipment: Type, size, maintenance, repair, storage, assignment of responsibility, purchasing methods, standards observed, training in care and use, rules of use, and method of assignment.
- Transportation: Motor vehicle safety, seat belts, vehicle maintenance, and safe driver programs.



**Appendix D: School Employee Report of Hazard and Action Taken or Recommended**

If a hazard is discovered by any employee, visitor, or even a student, the hazard shall be repaired by a competent person immediately and if otherwise unavailable, the hazard shall be isolated or blocked from access of any personal contact. The hazard, if not immediately remedied, shall be reported to maintenance staff for repair.

Building \_\_\_\_\_

Room Number \_\_\_\_\_

Date \_\_\_\_\_

Work Order # \_\_\_\_\_

What is the hazard?

  
  
  
  
  
  
  
  
  
  

Is the hazard currently isolated from personal contact? How was it isolated?

How do you recommend that the hazard be eliminated? What action(s) should be taken?

  
  
  
  
  
  
  
  
  
  

Reported by: \_\_\_\_\_

Job Title: \_\_\_\_\_

Follow Up Action Taken:

  
  
  
  
  
  
  
  
  
  

Date Completed:

Completed by: \_\_\_\_\_

Job Title: \_\_\_\_\_

