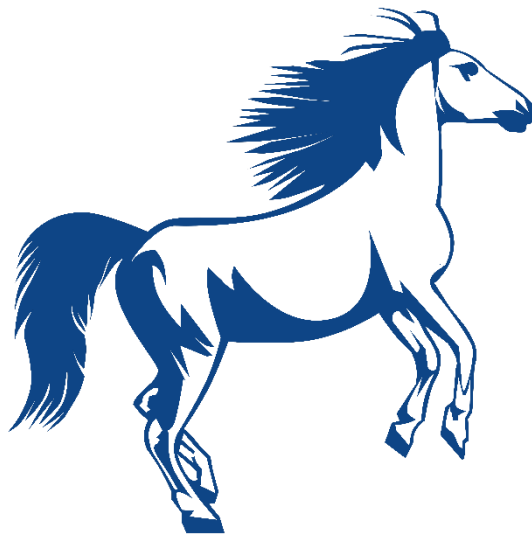


HINSDALE SCHOOL DISTRICT

SAU #92

SAFETY MANUAL



*Updated by the Joint Loss Committee 5-9-2022*

## **MANAGEMENT STATEMENT OF COMMITMENT**

Every employee of the Hinsdale School District has the right to a workplace free from safety and health hazards (Lab 1403.01). A "Joint Loss Management" program is designed to prevent incidents and illnesses, and is established jointly between the employees and the management of the School District. Unsafe acts, unsafe conditions and hazardous incidents all indicate an opportunity for the management system to improve. This program provides the framework and structure for safety concerns to be managed like any other function of government through planning, organization, leadership, control and communication. It is an established fact that a well-trained, well-disciplined and well-supervised employee operating in a safe and healthful environment is far less likely to have an incident.

While our students are our most important asset, our staff remains at the core of how that asset grows and matures over time. A sound safety plan that addresses potentially unsafe or hazardous employment conditions in a proactive and collaborative manner is a tool that we use to ensure that our staff remains in place to serve our students. We view this approach as a mutual responsibility, and we believe a safety manual such as this will help everyone do their part in living up to these expectations.

This manual has been prepared in order to provide all Hinsdale School District personnel with a comprehensive set of written safety policies and procedures. Additional safety materials specific to individual departmental operations may be provided from time to time. For this reason, the manual is published in a loose-leaf format so that additional or revised pages may be inserted without the necessity of publishing an entirely new manual.

These policies and procedures have been developed, and, are expected to be followed, in an effort to minimize incidents in all departments and agencies. The material in this manual will be of no benefit unless it is periodically reviewed and used as intended.

As Interim Superintendent of Schools for the Hinsdale School District, I would like to assure the employees of the District that the School Board and members of the Leadership Team all share in the commitment to safety in the workplace. I will always encourage you to voice your concerns regarding safety issues and would welcome your participation in the ongoing improvement process.



David Ryan, Ed.D.

Interim Superintendent of Schools

Hinsdale School District Joint Loss Committee



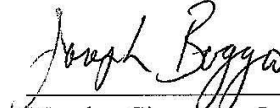
Member Signature- Brad Venice



Member Signature- Jodie Holmquist



Member Signature- Theresa Diorio



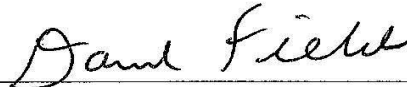
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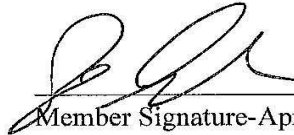
Member Signature- Eloise Michaels



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Member Signature-April Anderson



Member Signature- Kathy Buckley



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**SECTION 1**  
**THE SCHOOL DISTRICT SAFETY PROGRAM**

**100. Introduction**

- a) The Hinsdale School District Safety Program is designed to accomplish one primary purpose; TO PREVENT INCIDENTS. Preventing incidents results in saving lives, eliminating injuries, increasing efficiency of operations, and directly and indirectly saving thousands of dollars for both the school district and its employees. The District's Safety Program provides not only for the safety of all employees, but also for the safety of the public in regard to the operations of the various departments.
- b) To be successful, the Safety Program must have the continuous, active support of all employees and particularly of those in supervisory and management positions. The "push" for an effective Safety Program must come from the "top" person in each building. If the Superintendent, Business Administrator, Building Principal or Department Director appears to be unconcerned about the Safety Program, their employees will adopt this attitude.
- c) This manual has been published and will be updated to provide a readily available reference of written policies and procedures for the guidance of all personnel.

**101. Elements of the Safety Program**

To ensure that the Hinsdale School District Safety Program remains effective, certain elements and objectives of the Program have been outlined. These are:

- a) To assign safety-related responsibilities to personnel.
- b) To ensure that personnel are assigned to jobs which they are physically, qualified to safely perform.
- c) To make equipment, work areas, and work methods safe.
- d) To search out safety hazards and eliminate them immediately.
- e) To encourage employee interest in safety and to maintain that interest. (Lab 1403.01). To control the work habits of personnel by adequate and effective supervision.
- f) To provide proper protective equipment and to make its use mandatory.
- g) To educate and train employees as to the specific hazards of their jobs.
- h) To investigate incidents in order to determine cause and then to take the action necessary to prevent their recurrence.

- i) To prepare and maintain proper and complete incident records which will allow for evaluation of the Safety Program.
- j) To adopt and enforce safety rules, policies and procedures.

**102. Responsibilities of Individuals**

Joint Loss Management Committee: (LAB 1403.01, RSA281-A:64)

The Joint Loss Management Committee will consist of equal numbers of representatives from Labor and Management. At a minimum the committee will include a representative from the HFT, the HSSA, office employees, custodial, food service and administration.

The JLMC will meet at least quarterly to develop and carry out workplace safety programs and programs for continuing education for employees on the subject of workplace safety. The committee will rotate it's meeting locations to all the different buildings.

In addition to the JLMC, each school is encouraged to organize a Department Safety Committee. This committee should assist the building principal with compliance with this policy, help identify training needs and review incidents within the Department with the goal of incident prevention.

Superintendent of Schools:

The responsibilities of the Superintendent of Schools shall include, as a minimum, the following functions:

- a) To provide overall support, direction and commitment;
- b) To ensure that personnel responsible for implementing the provisions of this program understand it, have a copy of it, and are held accountable for their action/inactions in accordance with established personnel policies and procedures;
- c) To provide required resources including funding for safety equipment, personal protective equipment and training materials;
- d) When needed, provide all district personnel with access to outside experts, loss prevention consultants and to insure the exchange of information between departments;
- e) To provide time as part of the normal operations of a department for inspections and the completion of reports when warranted by investigation, and to permit and encourage employees to participate in training programs;
- f) To provide other necessary support and programs as needed.

### Business Administrator:

The Business Administrator shall have the responsibility for administering the Safety Program in an advisory capacity, and shall report to the Superintendent of Schools. The duties of the Business Administrator as they relate to the implementation of the Safety Program are:

- a) The Business Administrator shall work closely with the Joint Loss Committee in formulating safety rules, policies and procedures.
- b) The Business Administrator shall assist building principals and department heads in planning and conducting safety training and safety education.
- c) The Business Administrator with the assistance of the Human Resource Coordinator shall maintain the incident record system for the Hinsdale School District, receiving reports for injuries, vehicle incident reports, and investigation reports from various school buildings, and making required reports to the insurance companies.
- d) The Business Administrator or designee shall make periodic inspections of work areas for the purpose of discovering unsafe conditions or unsafe practices.
- e) The Business Administrator shall ensure that all incidents, which result in lost-time injuries, are investigated.
- f) The Business Administrator shall take follow-up action, as necessary, to ascertain that corrective action has been taken by building principals, site supervisors and Department Directors to prevent recurrence of incidents.
- g) To provide required resources including funding for safety equipment, personal protective equipment and training materials;

### Building Principals:

Each Building Principal shall participate in the Safety Program within their building. In addition:

- a) The Building Principal shall require employees to report immediately any unsafe conditions, equipment, etc., and shall take necessary action to correct the same.
- b) The Building Principal shall require all personnel to obey safety rules, procedures and policies, and shall take or recommend appropriate disciplinary action whenever deemed necessary, in accordance with union contract.
- c) The Building Principal shall require Department Heads to determine causes of incidents involving personnel or equipment under their supervision and to recommend measures to prevent similar incidents.

### Directors and Site Supervisors:

Directors and Site Supervisors are responsible for implementing the district Safety



Program as it pertains to personnel and equipment under their supervision. These individuals are "key persons" involved in the Safety Program because they are in the best position to observe the work of employees. Additional responsibilities include:

- a) Giving job instructions to subordinates with special emphasis on the hazards of the work to be performed.
- b) Constantly watching for and immediately correcting unsafe conditions and unsafe working practices as well as reporting to the Building Principal those incidents which are beyond the scope of their authority to correct. (Lab 1403.01)
- c) Promptly informing the school nurse and/or the district safety committee of all incidents involving personnel or equipment under their supervision, and taking immediate steps to investigate each incident to determine its cause.
- d) Assuring that proper action is taken any time an employee is injured. This includes:
  - i) Making sure that the injured employee receives appropriate medical attention, depending upon the severity of the injury.
  - ii) Completing any necessary forms, reports or other documentation related to the injury and treatment of an employee under their supervision. This includes, but is not limited to, Workers' Compensation Forms and Incident Investigation Forms. Each school nurse is the designated "go to" person for the first report of injury. Should an accident occur outside of school hours, the immediate supervisor of the injured employee must be contacted and it is then the supervisor's responsibility to coordinate with the school nurse ASAP to ensure timely reporting.
- e) Enforcing safety rules, policies and procedures and making sure that protective equipment is worn as the hazards of the job dictate such use.
- f) Actively promoting safety to all personnel. This shall be accomplished both through word and actions, and will at all times be stressed as being of the utmost importance.
- g) Informing all employees of their responsibilities as outlined below.

#### Employees:

Each employee is always responsible for his/her own safety, the safety of fellow workers, and the safety of the general public with regard to the work being performed (Lab 1403.01). In addition:

- a) An employee shall be required to obey safety rules, policies and procedures as a condition of employment.
- b) An employee shall wear personal protective equipment such as goggles, hard- hats, etc. as deemed necessary by the Director, Site Supervisor and Building Principal, or as

common sense dictates.

- c) An employee, if injured on the job, shall be required to take the necessary action of:
  - i) **Promptly** giving verbal notice to the Supervisor of any injury received while on the job **REGARDLESS** of the severity of the injury or whether or not medical treatment is required.
  - ii) Filing with the school nurse, or in their absence, the site supervisor, within 24 hours following any incident or injury, a written report of the incident. (See Section 301 for further detail.)
- d) An employee shall promptly inform their direct Supervisor of any unsafe equipment, unsafe tools or other hazardous conditions.
- e) An employee shall obtain specific instructions from a Supervisor in all cases where conditions and/or previous instructions are not completely understood.

### **103. Physical Standards and Physical Examinations**

#### Maintaining Physical Standards:

- a) There are certain jobs, which allow for the employment of persons with physical limitations. Therefore, the physical requirements of the particular job will be taken into consideration and reasonable accommodations for physical limitations will be made in accordance with any State and Federal regulations.

#### Physical Examinations:

- a) In the event that an employee develops a physical or mental condition, which may in any way endanger them or the health and lives of fellow employees, the Building Principal/Supervisor will initiate action to accommodate the employee to ensure that work can safely be performed.
- b) The Building Principal is authorized to require any employee within their school and at district expense, a physical examination if it is deemed that such an examination is needed to ascertain the physical condition of the employee. The employee will be sent to an examining physician chosen by the School District.

#### Return to Work from Injury or Illness:

- a) Before an employee is allowed to return to work from an absence due to serious injury, illness or major surgical procedure, the employee must present a written doctor's release indicating that the employee is physically able to resume his/her duties. A copy of this release will be forwarded to the Human Resource office.
- b) At the discretion of the Building Principal, Site Supervisor or Area Director and as may be required by Federal or State laws, an employee may be allowed to return to work on a "limited duty" status provided such status will be of a temporary nature. The Building

Principal, Director or Site Supervisor must know exactly what limitations will apply to the employee's work.

- c) When assigning a "limited duty" employee, consideration must be given as to what effect their physical limitations will have on the workload and safety of fellow employees on the same work detail. For example, an employee of a two-person work detail was injured because of overexertion caused when a lift was attempted alone, a load that should have been lifted by two people. The other employee of the work detail was unable to assist because they were on "limited duty" due to a back injury.

**SECTION 2**  
**JOINT LOSS MANAGEMENT COMMITTEE**

**200. Purpose of Joint Loss Management Committee:**

The purpose of a joint loss management committee (JLMC) is to bring workers and management together in a non-adversarial, cooperative effort to promote safety and health in each workplace. A joint loss management committee assists the employer and makes recommendations for change.

**201. Establishment of Joint Loss Management Committee:**

Under Statutory Authority: RSA 281- A: 64 the Hinsdale School District is required to establish a Joint Loss Management Committee. Under RSA 281- A: 64 Part Lab 603.02 the Hinsdale School District will comply with the following:

- a) All employers of 15 or more employees shall establish a working joint loss management committee composed of equal numbers of employer and employee representatives unless exempted as outlined in 603.02 (c) (9).
- b) An employer's auxiliary, mobile or satellite locations may be combined into a single, centralized joint loss management committee. This committee shall represent the safety and health concerns of all locations.
- c) Joint loss management committees shall be established at each of the employer's primary places of employment, as follows:
  1. The size of the committee shall be determined as follows:
    - a. Employers with more than 20 employees shall have a minimum of 4 members;
  2. Employee representatives shall be selected by employees;
  3. Where the employees are represented by a single, exclusive bargaining representative, the bargaining representative shall designate the members;
  4. Where the employees are represented by more than one labor organization or where some but not all of the employees are represented by a labor organization, each bargaining unit of represented employees and any residual group or unrepresented employees shall have a proportionate number of committee members based on the number of employees in each bargaining unit or group;
  5. Committee members shall be representative of the major work activities of the employer;
  6. Any employee who participates in committee activities in his/her role as a committee member, including, but not limited to, attending meetings, training activities, and inspections, shall be paid at his/her regular rate or pay for all time spent on such activities;
  7. The employer shall respond in writing to recommendations made by the Committee but verbal response that has been recorded in the committee's official minutes shall be deemed a written response;

8. Committee members shall be trained in workplace hazard identification and incident and incident investigation adequate to carry out the committee's responsibilities; and
9. Each employer that has an existing health and safety program determined by the labor commissioner to be effective in the promotion of health and safety in the workplace shall not be required to comply with this part. To obtain a waiver from the commissioner, the employer shall write to the Department of Labor citing:
  - a. Their current safety program;
  - b. Names of committee members and whom they represent; (iii) How their existing committee differs from these rules;
    - i. The commissioner shall respond in writing to their request.
- d) The JLMC will meet at least quarterly to develop and carry out workplace safety programs and programs that are in compliance with New Hampshire Department of Labor (DOL), American National Safety Institute (ANSI), and National Fire Protection Association (NFPA) Rules and Regulations, Standards, and Statutory Laws and provide continuing education for employees on the subject of workplace safety.
- e) Receiving Suggestions or Recommendations.

Procedures shall be established to provide for a system of handling suggestions and recommendations that are submitted to the Committee. It is advisable to establish these when the Committee is organized. Following is a step-by-step procedure for handling recommendations:

(i) Recommendations submitted to Committee by Employees or Committee members.

(ii) Discussion and acceptance, modification or rejection by the Committee.

(iii) Accepted recommendations submitted to the Superintendent of Schools.

Rejected recommendations returned to originator with reasons therefore.

(iv) Area Director or Site Supervisor submits written reply to Committee regarding actions taken on recommendations.

**202. Duties and Responsibilities of Joint Loss Management Committee (Lab 603.03)**

The committee shall:

- a) Meet at least quarterly to carry out their duties and responsibilities. Minutes of meetings shall be kept and made available for review by all employees;

- b) The committee shall elect a chairperson. The position of chairperson shall be rotated between employee and management representatives.
- c) Develop and disseminate to all employees a committee policy statement;
- d) Maintain current and disseminate to all employees the clearly established goals and objectives of the committee;
- e) Review workplace incident and injury data to help establish the committee's goals and objectives;
- f) Establish specific safety programs, which shall include, but not be limited to, the following:
  - (i) Area Managers/Site Supervisors shall be knowledgeable of site-specific safety requirements and be accountable for their implementation and adherence;
  - (ii) Provisions for health and safety inspections at least annually for hazard identification purposes;
  - (iii) Performance of audits at least annually regarding the inspection findings; and
  - (iv) Communication of identified hazards, with recommended control measures, to the person(s) most able to implement controls;
- g) Ensure that the required and necessary safety and health training for employees shall be provided so they may perform their work in a safe and healthy manner and environment. This training shall be conducted at no cost, and without any loss of pay, to the employees;
- h) Assist with the identification and definition of temporary, alternate tasks.
- i) Revise the District's Safety Manual at least every two years.

**SECTION 3**  
**REPORTING OF JOB INJURIES**

**300. Reporting of Job Injuries by Employees:**

- a) Verbal Report to Supervisor.  
Employees shall be required to report injuries to their supervisor as soon as possible after the injury occurs. It should be emphasized that this applies to **ALL** job injuries regardless of the severity of the injury or whether or not medical treatment was required.
  
- b) Written Report to the School Nurse.  
In addition to a verbal report to the supervisor, the injured employee is required to prepare a written report and submit it to the School Nurse or Director Human Resources **within 24 hours** of any injury or incident. The following paragraph gives further explanation of such reports. Building Principals, Area Directors and Site Supervisors shall take follow up action to see that injured employees have reports prepared.

**301. Reporting of Job Injuries by Departments:**

**First Report of Injury.**

- a) When any injury occurs, the injured employee's supervisor will ensure the injured employee prepares a First Report of Injury with the School Nurse or Director of Human Resources as soon as possible and no later than 24 hours after the time the injury occurred. (See representative report as Appendix A)
  
- b) This Report shall be prepared for all job injuries. Information contained in this report is important because it provides the basis for any future claims that the injured employee might have in connection with the injury even if there was no loss time and/or medical treatment was not required.
  
- c) If the injury occurs on a Friday or the day before a holiday or vacation, the Director of Human Resources should be notified via email or telephone. Human Resources only has 5 calendar days from the date of the injury to report to the state or the District will be fined.
  
- d) If the injured employee is too disabled to come to the school offices to fill out any required reports, the Area Director, Site Supervisor, Building Principal or other person designated by the Director of Human Resources will obtain the required information and prepare the Report.
  
- e) The Report will not be delayed pending the return to work of the disabled employee.
  
- f) The Building Principal, Site Supervisor, School Nurse or Area Director's will then promptly forward the Report to the Director of Human Resources.
  
- g) From the information contained in the First Report of Injury, the Business Administrator/Director of Human Resources or his/her designee will prepare

and distribute necessary reports to the workers' compensation insurance company.

- h) When an employee has not returned to work at the time the Workers' Compensation Report is prepared, the Director of Human Resources must be contacted by the Building Principal, Site Supervisor or Area Director and again when the injured employee does return to work.
- i) The Director of Human Resources must also be contacted if an injured employee has returned to work and is unable to do his/her job.

### **302. Verification of Statements:**

- a) If there is reason to doubt statements made by the injured employee, or evidence indicates that all or part of the statements are not accurate, the employee will be informed of these findings.
- b) Whenever the District believes that the injury was not job connected, the District is obligated to provide, if necessary, an initial medical examination to determine whether or not the injury was, in fact, received as a result of employment.
- c) When the Director, Site Supervisor or Building Principal is not an actual eye witness to an incident resulting in an injury, he/she shall make every effort to verify the statements of the injured employee as part of the incident review procedure to assure that:  
  
The injury occurred on the job, and the employee's statements are accurate.
- d) If the employee persists in claiming that the injury was job connected, a Workers' Compensation Report must still be submitted. The Director, Site Supervisor or Building Principal will also attach a memorandum to the report detailing the reasons why he/she believes that the employee's statements are not accurate.
- e) Employees who make inaccurate statements concerning job injuries (which statements can be documented as being inaccurate) are subject to dismissal from their jobs as well as being held liable for the repayment of any compensation or medical payments received by them in conjunction with the injury.

### **303. Worker's Compensation Temporary Alternative Work Program**

In the event of a lost time or medical treatment injury, the Director, Site Supervisor or Building Principal will provide the employee with Policy GBGD - *Worker's Compensation Temporary Alternative Work Program* and the Acknowledgement Form. Both the employee and Building Principal will sign the Acknowledgement Form and submit it to the Human Resources Office.



## SECTION 4 FUNDAMENTALS OF INCIDENT PREVENTION

### 400. Fundamental Activities for Incident Prevention:

- a) Successful incident prevention requires a minimum of four fundamental activities:
  - i) A study of all working areas in order to detect, eliminate, or control physical hazards, which contribute to incidents.
  - ii) A study of all operating methods and practices.
  - iii) Education, instruction, training, and discipline to minimize human factors, which contribute to incidents.
  - iv) Thorough investigation of incidents in order to determine other circumstances, which may contribute to incidents.

### 401. Incidents are Preventable:

- a) Many people, either through ignorance or misunderstanding, believe that incidents are the inevitable results of unchangeable circumstances, fate, or a matter of luck.
- b) It must be emphasized that incidents do not happen without cause, and the identification, isolation and control of these "causes" are the underlying principles of all incident prevention techniques.
- c) No person in a supervisory position can be effective in the job of incident prevention without being convinced that incidents can be prevented and without a constant striving to prevent incidents in their immediate supervisory area.

### 402. Causes of Incidents:

Causes of incidents are divided into three major categories:

- a) Acts of Nature (floods, hurricanes, etc.). Statistics indicate that 2% of all incidents are caused by Acts of Nature.
- b) Unsafe Physical or Mechanical Conditions. Statistics indicate that 10% of all incidents are caused by unsafe conditions.
- c) Unsafe Acts of People. Statistics indicate that 88% of all incidents are caused by unsafe acts of people.

Obviously the greatest percentages of incidents are caused by unsafe acts; therefore, emphasis of an incident prevention program should be on the elimination of these unsafe acts.

**403. Unsafe Acts:**

- a) The majority of unsafe acts of persons may be assigned to one or more of the following classifications:
- 1) Failure to follow instructions or proper job procedures.
  - 2) Failure to take necessary safety precautions when performing maintenance on equipment, i.e. cleaning, oiling, adjusting, or repairing equipment that is moving, electrically energized, or pressurized.
  - 3) Failure to use available protective equipment such as gloves, goggles, hard-hats, etc.
  - 4) Failure to wear safe personal attire.
  - 5) Failure to secure a work area or warn others of the safety hazards in the work area.
  - 6) Failure to use equipment properly.
  - 7) Failure to maintain the proper function of safety devices.
  - 8) Failure to exercise common sense when performing job duties.
  - 9) Improper use of hands or body parts.
    - i) Taking an unsafe position or posture.
    - ii) Operating or working at unsafe speeds.
    - iii) Unsafe placing, mixing, combining of hazardous substances.
    - iv) Using tools or equipment known to be unsafe.
    - v) Driving errors.
    - vi) Horseplay.
- b) Unsafe acts are usually brought about by one of the following:
- 1) Lack of knowledge, skill, coordination or planning.
  - 2) Improper attitudes.
  - 3) Physical or mental limitations.
  - 4) Temporary lack of safety mindedness at time of incidents.

**404. Unsafe Conditions:**

- a) Most unsafe or hazardous conditions can be grouped into one of the following classifications:
  - 1) Defectiveness, inferiority, or unsuitability of tools, machinery, equipment, or materials.
  - 2) Hazards of surroundings. (Poor housekeeping)
  - 3) Hazards of methods or procedures being implemented.
  - 4) Hazards of improper employee placement. (Person not mentally or physically compatible with job requirements.)
  - 5) Inadequate safeguarding of machinery, equipment, work areas, etc.

**405. Control of Incident Causes:**

There are three main methods utilized in the control of incident causes. These are sometimes referred to as "**The Three E's of Safety**" and are outlined in the section below.

To be completely effective, incident prevention controls cannot be applied "hit or miss". All controls will be directed toward the solution of specific problems, which are based on a collection of facts relating to unsafe acts or unsafe conditions.

a) **Engineering:**

- 1) Environmental causes of incidents or unsafe conditions can be eliminated through the application of engineering principles.
  - i) When an operation is mechanically and physically safe, it helps reduce the risk of unsafe acts by employees. Machines are less apt to fail than humans.
  - ii) It may be necessary to make mechanical revisions or modifications to eliminate existing unsafe conditions and, in some cases, to prevent unsafe acts.
  - iii) Design of machine guards, automobile brakes, traffic signals, pressure relief valves, and handrails are varied examples of safety engineering at work.

b) **Education and Training:**

- 1) Just as safety engineering is the most effective way of preventing environmental incident causes (unsafe conditions), safety education is the most effective tool in the prevention of human causes (unsafe acts).

- i) Personnel will gain useful knowledge and develop safe attitudes through adequate instruction in safety principles.
  - ii) Safety consciousness developed in personnel through education will be supplemented and broadened by specific, additional instruction in safe working habits, practices and skills.
  - iii) Training gives each employee a personal safety tool by developing in them habits of safe practice and operation. This is very important.
- c) **Enforcement and Supervision:**
  - 1) Usually incidents can be prevented through adequate safety engineering and education. However, there are some people who are a hazard to themselves and others because of their failure to comply with accepted safety standards.
    - i) Strict enforcement of safety practices is imperative, as incidents are frequently the direct result of violations of safety principles. This is particularly true of vehicle incidents, many of which are caused by unsafe acts constituting violations of traffic laws.
    - ii) Building Principals, Directors and Site Supervisors are responsible for enforcing safety standards and regulations. Failure to do so, in some cases, would be condoning conduct which may lead to an incident which otherwise would have been preventable. Any Principal, Area Director, or Site Supervisor who is knowledgeable of circumstances that could lead to employee accidents and who do not report them or neglect them is subject to disciplinary action, up to and including dismissal.
    - iii) Violations of safety practices should be backed by prompt corrective action.

**406. Elimination of Unsafe Conditions:**

One of the most effective means of preventing incidents is to eliminate unsafe conditions. To talk safety while unsafe conditions exist and remain unaddressed will obviously create a barrier to employee understanding of, acceptance of, and cooperation in the program.

- a) **Director and Site Supervisor Involvement:**
  - 1) The Director and Site Supervisors must take the initiative in safety-related matters. This should be done without additional instruction from higher authority.

- 2) The principle goal of the Director or Site Supervisor should be to search out hazardous conditions and eliminate them before they cause work interruption or injury. Too often an unsafe condition is allowed to exist simply because it has not caused an incident--yet. The work conditions must be made safe as possible.
- 3) If the elimination of an unsafe working condition is beyond the Director or Site Supervisor's authority, it is his/her responsibility to bring it to the attention of the Building Principal, Business Administrator, and or Superintendent of Schools.

b) Procedures for Elimination of Unsafe Conditions.

- 1) Remove all obstacles and impediments to the safe movement of personnel, vehicles or machines.
- 2) Repair damaged floors, broken steps, broken glass, cracked walls and ceilings.
- 3) Replace worn or damaged tools.
- 4) Install guards for moving parts of machinery, fans, etc.
- 5) Provide protective equipment such as goggles and hard-hats.
- 6) Insist on good housekeeping practices - remove debris, waste material and obsolete or useless equipment.
- 7) Replace worn electrical wiring and fixtures.
- 8) Post signs warning of hazards in certain areas.

**407. Control of Work Habits:**

Regardless of the degree of safety built into a job, unsafe actions on the part of human beings will always be a cause of injuries. Teaching employees good work habits means showing them how to do their tasks with less risk to themselves, less spoilage of materials, and less damage to equipment.

a) Showing the "Why" as Well as the "How".

An employee, from time to time, may need to be reminded **why** a safety procedure is in place. It may be necessary to insist that an employee repeat a certain step or work practice to stress the seriousness with which safe practices are regarded by the department.

Demonstrations of "Right" and "Wrong" ways of performing tasks should be conducted as a basis for showing **how** one work habit is preferred over

another.

b) Providing Adequate and Constant Supervision.

1} It is important to provide watchful supervision on subsequent performances.

c) Implementing Disciplinary Action for Failure to Comply.

1) When the right way has been presented and agreed to by the individual workers, it is essential that failure to comply be noted. No matter how skillful an employee may be in performing his duties, if they are not performed safely, the employee will not be performing acceptably.

i) Flagrant or repeated disregard of safety rules should be met with appropriate disciplinary action, including discharge if necessary.

**SECTION 5**  
**DISCIPLINE POLICY**

**500. DISCIPLINE POLICY RATIONALE:**

Employers are required to promulgate safety policies and disciplinary procedures to deal with those employees who fail to comply with a safety program. Implicit in these requirements is the expectation that the safety program and disciplinary procedures will be enforced.

Safety in the workplace is not only a legal requirement but also a sound social policy for employer and employee alike.

An effective disciplinary process ensures that the rights and obligations of the employer and employee are guarded.

All disciplinary procedures will follow any applicable collective bargaining agreement. The employer, in all cases of alleged misconduct, must conduct a thorough and fair investigation before administering discipline. In addition, the employer must use discipline in a fair and consistent fashion. Simply stated, the discipline must reasonably be related to the seriousness of the proven offense and the employee's record. It is essential that the employer administer and not let the employee talk the employer out of administering the penalty.

A fair process requires that the employer inform the employee of the precise nature of the offense and any verbal or written warning tells the employee the consequences of further violations. A fair process also allows the employee to present his/her version of events and any evidence or mitigating circumstances.

**Section 6**  
**HANDLING OF INJURIES, INCIDENT REPORTING, and REVIEW**  
**INVESTIGATION OF INCIDENTS**

**600. Purpose:**

A workers' compensation injury is defined as an incidental injury or death arising out of and in the course of employment and all occupational diseases arising out of and in the course of employment. There are definitive State requirements for reporting these injuries, which are summarized in this section and to which conformance by all employees is mandatory.

Naturally, the first thing to do when an incident occurs is to ensure that proper medical treatment is provided.

Incident review is important and necessary if future incidents are to be prevented. Reviews are primarily concerned with finding the "cause" of the incident and are not necessarily concerned with fixing "blame".

Reviews must be kept objective, factual, and free from the "punishment" motive, otherwise they will do more harm than good. This is not to say that responsibility may not be fixed where personal failure has caused the incident, or that such person should be excused from the consequences. Reviews also provide information through which recommendations for corrective action can be developed. Corrective action may involve additional training, mechanical revision, and direct supervision or enforcement measures.

However, the review itself is concerned only with the facts and the individual or group doing the review is best kept free from involvement with the consequences.

The Principle Purposes of Incident Review

- 1) To determine the cause of an incident so that similar incidents may be prevented through mechanical improvement, better supervision, and/or employee instruction.
- 2) To publicize the particular hazard among employees and their supervisors and to direct attention to incident prevention in general.
- 3) To determine facts bearing on legal liability.

**601. Handling Emergencies:**

Judgment is a key factor in handling any emergency. Employees are expected to exercise their best judgment based upon circumstances. The following is a list of guidelines to follow. However, if there is any question whatsoever about the seriousness of an injury, call for help and take every due precaution to preserve life.



- a) The employee shall notify the appropriate emergency service by alerting 911 and/or calling medical, fire, police, or rescue.
- b) The employee shall notify his/her supervisor or the administrator on call.
- c) The employee will follow reporting and investigation requirements.
  - i. The employee will fill out First Report of Injury report in School Nurse's office or after hours in the maintenance rooms.
  - ii. School Nurse or after hours' supervisor will notify School Principal and Human Resource Coordinator of injury via email.
  - iii. School Nurse will also notify Facilities Director via email if cause of injury requires a maintenance incident review.
  - iv. Principal will submit Incident Review report to Human Resource Coordinator for incidents involving student behavior and Maintenance  
Director will submit Incident Review for incidents requiring maintenance investigation.
  - v. The employee will assist the Administrator with investigation.

**602. Cases to be Reviewed /Investigated:**

The immediate supervisor, or other designated individual, will review all incidents that occur within their jurisdiction of authority. The purpose of the review shall be to determine what happened, why it happened, and what steps should be taken to prevent recurrence of the incident. An Employee's First Report of Injury shall be forwarded to the Business Administrator / Human Resource Coordinator within 72 hrs.

- a) Every incident, which results in death, shall be investigated by the Superintendent and Joint Loss Management Committee (JLMC).
- b) Near-misses or incidents resulting in non-disabling injuries shall also be reviewed by the Superintendent and JLMC because they are equally important from a safety standpoint. An incident that results in only slight injury to one person may result in death to the next person.

**603. Persons Conducting Reviews:**

- a) Building Principals:
  - 1) Building Principals are responsible for immediately notifying the Business Administrator / Human Resource Coordinator whenever a "lost-time" injury occurs.
  - 2) Every incident will be reviewed. The Building Principal, Director, Site Supervisor or Human Resource Coordinator shall review all incidents and injuries.
- b) Supervisors/ Directors:
  - 1) A Supervisor shall be required to report to the appropriate department

every incident and near miss, which involves personnel or equipment under his or her supervision. This should be for the purpose of taking or recommending corrective action, or preventing recurrence of similar incidents.

**604. Written Reports of Review and / or Investigation:**

When determined appropriate by the Superintendent, Business Administrator, Director of Human Resources or Building Principal, a written report of review and / or investigation will be completed as soon as possible on an "Incident Review" form (Appendix B) by the Building Principal, Assistant Principal or Facilities Director.

The written report must include the following information:

- a) WHAT was nature of injury
- b) HOW the incident happened
- c) WHERE and WHEN the incident happened
- d) WHO saw the incident happen
- e) WHAT persons, equipment, materials and conditions were involved
- f) WHY the incident happened
  - 1. The reviewer / investigator must be particularly thorough in determining the WHY of each incident. For example, in the case of an employee receiving an eye injury, the investigator might list the cause as "failure to wear goggles". The WHY of this incident is: "Why didn't the employee wear goggles? Were goggles available? If so, was the employee instructed to wear them? If so, why didn't the employee wear them?"
- G WHAT corrective actions should be taken to prevent similar incidents from occurring in the future

**Section 7**  
**EMPLOYEE TRAINING PROGRAMS**

**700. Training Programs**

In order to assure success, a regular training program for departments should be well planned. A training program that is not properly planned will result in poor reception by employees and the end result could be worse than if there had been no training at all.

- a) The Business Administrator, in conjunction with the Building Principals, Site Supervisors, and Area Directors are responsible for planning the safety-training program in each school. Each training program shall be site/area specific.
- b) A variety of unique teaching/training methods are needed to maintain employee interest. The program *may* include the following:
  - i) Safety film.
  - ii) Talk on an appropriate incident prevention subject. The speaker may be a member of the department, the Hinsdale School District, or an outside expert.
  - iii) Demonstration of artificial respiration, first aid, etc., with hands-on experience by employees.

**Section 8**  
**SAFETY AND HEALTH COMMUNICATIONS**

**Under Statutory Authority: Administrative Rules for Safety and Health Lab 1400 pursuant to: RSA 281- A: & RSA 277, National Fire Protection Association (NFPA), New Hampshire State Fire Code (NFPA 1), International Building Code (ICB), and American National Standard Institute (ANSI) The School District will comply to the following scope of rules:**

**Lab 1403.09 Blood Borne Pathogens:**

- a) All human blood and body fluids shall be treated as if known to be infectious for HIV, HBV, and other blood borne pathogens.
- b) Universal precautions shall be covered in all situations where there is a potential for contact with blood or other potentially infectious material.
- c) Employees responding to an emergency or situation where blood or body fluids are present shall wear single-use disposable gloves, such as surgical or examination gloves, wash hands after removal of gloves, and wear eye protection when blood or other potentially infectious materials might be splashed.
- d) Work procedures shall include safe handling and disposal of needles and sharps, used bandages and gauze, linens, and all other emergency items that come in contact with blood or other potentially infectious materials.

**Lab 1403.36 Hazardous and Toxic Substances**

- a) Employees who might be exposed to toxic substances during the course of their work shall be informed of the nature and hazards of these substances in accordance with NH RSA 277-A "Worker's Right to Know Law".
- b) Engineering and administrative controls shall be implemented, whenever feasible, to maintain concentration levels below the levels established by the American Conference of Governmental Industrial Hygienists (ACGIH), 1995-1996 and published in "Threshold Limit Values for Chemical Substances and Physical Agents on the Work Environment".
- c) When engineering and administrative controls are not feasible to achieve acceptable levels, protective equipment shall be used to keep the exposure of employees below the established limits.
  - i) PURPOSE
    - 1) This Administrative Regulation sets forth policy and procedures relating to Hazard Communication compliance by compiling hazardous chemical lists, by using Safety Data Sheet (SDS), by ensuring that containers are labeled, and by providing employees with training.
  - ii) POLICY
    - 1) All Building Principals, Directors and Site Supervisors or their designee will coordinate the Hazard Communication Program within their

respective departments by ensuring that containers are labeled properly, compiling hazardous chemicals list, and providing employees with training.

- 2) The District-Wide Safety Committee will review and update the program, as necessary. Copies of the written program will be located within each area of every building where the chemicals are stored.
- 3) Under this program, employees will be informed of:
  - (a) The contents of the hazard communication standard;
  - (b) The hazardous properties of in-house chemicals with which they work;
  - (c) Safe handling procedures;
  - (d) Measures to take to protect themselves from these chemicals.

iii) List of In-House Hazardous Chemicals:

The Building Principal, Site Supervisor or Area Director will ensure that a list of all hazardous chemicals used in any district building is compiled, and will update the list as necessary. For example, the Science Dept. Head may be responsible for listing all chemicals in their respective area and ensure any SDS sheets are available.

The list of chemicals identifies all of the chemicals used in each facility. Each list also identifies the corresponding SDS for each chemical. A master list of these chemicals will be located in the nurse's office at each building.

iv) Safety Data Sheets:

- 1) SDS provides employees with specific information on chemicals they may be exposed to. The Director or Site Supervisor will maintain a binder in each facility with an SDS for every chemical used in the facility. A master SDS manual will be maintained at the SAU Office.
- 2) Each Site Supervisor or Area Director shall be responsible for acquiring and updating SDS. The Site Supervisor shall contact the chemical manufacturer or vendor if additional research is necessary or if an SDS has not been supplied with an initial shipment received by the District.

v) Labels:

- 1) The Department Heads or their designee shall ensure and verify that all containers received for use are properly labeled (**NFPA 704 label**) as to the contents, note the appropriate hazard warning and list the name and address of the manufacturer, importer, or responsible party.

vi) Training:

- 1) Department personnel who work with or are potentially exposed to in-house hazardous chemicals will receive initial training on the Hazard Communication Program and the safe use of those hazardous chemicals by the Building Principal or his or her designee.
- 2) Employees will be required to sign a form to verify that they have received training, received written material, and understand the policies on hazard communication.

vii) Contractor Employees:

- 1) Each contractor bringing chemicals on-site must provide the District with the appropriate hazard information on these substances, including the labels used and the precautionary measures to be taken in working with these chemicals.

### **Hazard Communication Program**

All employees should be aware that all chemical products may be potentially harmful or dangerous if improperly mixed or applied or when used without protective equipment or in a manner not consistent with the manufacturers guidelines. Many commonly used products not commonly regarded as "hazardous" are, in fact, chemicals and can cause injury if not properly used. Extreme care should be used at all times by personnel who are working with acids, caustics, solvents, pesticides, toxic, petroleum based or other chemical products (specific rules for certain activities and/or use of specific chemicals are provided in departmental safety policies and procedures).

Basic safety information relating to the usage of chemicals is outlined as follows:

Safety Data Sheets (SDS) will be obtained from the manufacturer or supplier for all hazardous chemical products used in the District.

The SDS will be kept in the appropriate departments and made available to employees on request.

Always consult the SDS before working with a new product. The SDS provides information on the product such as: the physical and health hazards, proper handling methods, spill cleanup data, firefighting information and required protective equipment.

Never mix chemical products unless it is safe to do so. Many common products are incompatible or become unstable when mixed. Consult the SDS or ask a knowledgeable superior.

First aid information is provided on the SDS. Take the SDS and/or product label with you to the doctor or hospital if you suffer an injury or illness due to contact with or exposure to a chemical.

All containers of chemicals must be labeled.

When using small quantities of a chemical, use the entire chemical or return it to the original container.

Never leave any quantity of hazardous material in an unlabeled or improper container.

No food or drink shall be allowed in areas where potentially toxic or harmful chemicals are stored, mixed or otherwise handled.

Caution should be used to avoid spills or splashes when handling chemicals. Spilled chemicals should be cleaned up and properly disposed of immediately.

Wash hands frequently.

Wear protective clothing, rubber gloves, protective goggles and face shield when required. The safe way to handle chemicals is to treat them all as if they all are dangerous.

Ensure adequate ventilation. Do not use chemicals, which release toxic, noxious or harmful vapors or fumes in a confined space or an area, which is not adequately ventilated.

Keep fire and flames away from flammable materials.

In case of a chemical fire, use only the correct extinguishing agent. Be aware of noxious or toxic fumes. If a fire cannot be safely and quickly extinguished, notify the Fire Department and leave the area.

If you are exposed to a chemical product, take immediate first aid precautions and seek medical assistance. First aid information is provided on the SDS. Take the SDS and/or product label with you to the doctor or hospital.

If acid or caustic materials come in contact with the eyes or skin, flush immediately with large amounts of water. Get medical attention for any eye injury.

**Lab 1403.45 Lock-Out:**

- a) Electrical equipment shall be effectively disconnected, and disconnected switches locked in the "off position prior to making repairs, adjustments, lubricating, cleaning, or performing any work where there is a danger of being injured from contact with live parts, or from equipment activation.
- b) All stored energy hazards produced by mechanical means, such as hydraulic pressure, pneumatic pressure, steam pressure, vacuum, and electricity shall be released, locked-out, or otherwise rendered non-hazardous prior to commencement of any work which could subject the employee to potential injury.
- c) Padlocks shall be made available to employees for the purpose of locking-out equipment when required.
- d) Only the individual who is working on the equipment shall be allowed to remove the lock-out device.

**Lab 1403.53 Personal Protective Equipment:**

It is the responsibility of the Building Principal or Area Director to determine by examination of the job description to see which employees are exposed to hazards and see that they are afforded proper safety and personnel protective equipment (PPE).

Protective equipment, including personal protective equipment for eyes, face, head, and extremities, protective clothing, respiratory devices, and protective shields and barriers, shall be provided, used, and maintained in a sanitary and reliable condition wherever it is necessary by reason of hazards of processes or environment, chemical hazards, radiological hazards, or mechanical irritants encountered in a manner capable of causing injury or impairment in the function of any part of the body through absorption, inhalation or physical contact.

- a) The employer shall be responsible for assessing the hazards, and providing and requiring the use of appropriate personal protective equipment where indicated based upon that assessment.
- b) Where employees furnish their own personal protective equipment, the employer shall be responsible to assure its adequacy and to ensure that the equipment is properly maintained and in a sanitary condition.

1. Head Protection:

- a) Approved ANSI hard-hats shall be furnished to and shall be worn by personnel who are working in and around areas where there is a possibility of head injury.

2. Eye Protection:

- a) Goggles, face shields, or other suitable eye protection shall be required for wear by employees whenever there is danger of exposing the eyes to flying particles, chemical substances, harmful light rays, dirt or grease falling from under vehicles, blood/bodily fluids, or other conditions considered harmful by the Supervisor.
- b) Suitable eye protection devices will be purchased and furnished by the District.

3. Hand Protection:

- a) Employees may be required to use appropriate work gloves in completing their duties.
- b) The District shall furnish specialized hand protection such as rubber gloves.



4. Foot Protection:

- a) Employees are required to wear safe shoes whenever they are working in an area where heavy objects, machinery, tools or other potential hazards pose an increased risk that foot injuries may occur.
- b) Flip Flops are not considered safe shoes for any employee.

5. Clothing:

- a) Employees are required to dress appropriately.
- b) Employees are further required to use appropriate personal protective clothing and equipment when necessary.
- c) Employees working in parking lots are required to wear protective vests.

## Section 9

### SCHOOL INTEGRATED PEST MANAGEMENT PROGRAM

#### **School Pest Management Program**

Structural and landscape pests can pose significant problems in the urban environment. The pesticides used to remediate such pests can also pose health risks to people, non-target organisms, and the environment. These same pesticides may pose special health risks to children due in large part to their still-developing organ systems. Because the health and safety of

students and staff is our first priority- and a prerequisite to learning - it is the practice of the Hinsdale School District to use Integrated Pest Management (IPM) procedures for the control of structural and landscape pests. Through the use of IPM, this district will minimize pesticide use and maximize pest control, thereby reducing the exposure of children, parents, and staff to both.

To accomplish this goal, managers will utilize physical, mechanical, cultural, biological, and educational tactics as primary controls. Reduced-risk chemical controls will be used when necessary. Pests will be controlled to maintain the integrity of school buildings and grounds, to protect the health and safety of children and staff, and to maintain a productive learning environment. Pesticides will not be used to control pests for aesthetic reasons alone. Contractors working in district buildings and grounds are required to adhere to all provisions of this policy.

The United State Environmental Protection Agency (USEPA) and the National Parent Teacher Association encourages Integrated Pest Management in schools.

#### **Pest Management**

Pests are populations of living organisms (animals, plants, or microorganisms) that interfere with use of the facility by students and staff. Strategies for managing pest populations will be influenced by the pest species and whether that species poses a threat to people, property, or the environment.

#### **IPM Coordinator**

The Facilities Director will act as IPM Coordinator and have primary responsibility for ensuring that this IPM program is carried out. The IPM Coordinator will oversee custodial, building and grounds, and maintenance staff to ensure implementation of pest prevention measures; manage pest control contractors and staff engaged in monitoring and control of pest problems; communicate with principals and district administration to carry out posting and notification, recordkeeping, and education provisions in this policy; provide IPM information to the school community (including parents) and answer questions on IPM topics.

#### **Integrated Pest Management Procedures**

IPM procedures will determine when to control pests and whether to use mechanical, physical, chemical, cultural, or biological means. IPM practitioners depend on current, comprehensive information on the pest and its environment and the best available pest control methods. Applying IPM principles prevents unacceptable levels of pest activity and damage with least possible hazard to people, property, and the environment.

Cost or staffing considerations alone will not be adequate justification for use of chemical

control agents, and selected non-chemical pest management methods will be implemented whenever possible to provide the desired control. It is the policy of this district to utilize IPM principles to manage pest populations adequately. The full range of alternatives, including no action, will be considered.

When it is determined that a pesticide must be used in order to meet important management goals, the least hazardous material will be chosen. The application of pesticides is subject to the Federal Insecticide, Fungicide, and Rodenticide Act (7 United States Code 136 et seq.), School District/Childcare Facility policies and procedures, Environmental Protection Agency regulations in 40 Code of Federal Regulations, Occupational Safety and Health Administration regulations, and state and local regulations.

#### THIS DISTRICT ADHERES TO THE FOLLOWING PROCEDURES:

1. Integrated Pest Management programs are designed to prevent pest problems whenever possible. This is done through monitoring, regular inspections, high standards of sanitation and pest proofing measures, or modification of environmental conditions leading to pest problems.
2. Generally, non-chemical pest control measures {e.g., sanitation, screening, physical barriers, vacuuming, mulching, irrigation, fertilization, manual weeding, insect nest removal, pest-resistant plant selection) will be practiced.
3. If necessary, pesticides will be used when other pest prevention and non-chemical control measures have failed to control pests. Cost or staffing considerations alone will not be adequate justification for the use of chemical control agents. When a pesticide must be used, the smallest amount of the reduced-risk product that will meet pest management goals will be used.
4. No routinely-scheduled {e.g., seasonal, monthly or weekly) pesticide applications will be made. Insecticides will be used in containerized baits, or for spot/room treatments targeted to insect infestations or problem areas where a minimal amount of material is used. Rodent baits shall not be used unless in childproof bait boxes. Bait boxes shall be inaccessible to children and tethered when appropriate.
5. Pesticide Use and Selection. To ensure the safety of students and staff, the management will use the following criteria to ensure that the least hazardous pesticide and/or the least hazardous method of control be utilized:
  - a. No use of any pesticide classified as highly acutely toxic by the U.S. EPA. This includes Hazard Category I and II, signal words DANGER and WARNING.
  - b. The district shall not use any pesticide unless all ingredients in the product have been evaluated by the U.S. EPA and found to include no possible, probable, known, or likely human carcinogens; no reproductive toxicants; no known, probable or suspected endocrine disruptors; and no nervous system toxicants {either cholinesterase inhibitors or listed as neurotoxins by the Toxics Release Inventory.) A pesticide will not be used if the facility does not have information on its ingredients, including inert ingredients.
  - c. All ingredients in pesticides used by the district shall have a soil half-life of 30 days or less.

- d. Properly applied gel bait or tamper-resistant containerized bait can be exempted from 6a, 6b, and 6c if it represents the least hazardous treatment option.
6. Pesticide Applications. The Facilities Director must approve pesticide applications in advance; antimicrobial agents and insecticide and rodenticide baits, because they pose less risk to human health, are exempt from approval. Pesticides will be applied by certified pesticide applicators only when no one is present in the building or the grounds of the school to be treated. The application of such pesticides is subject to the Federal Insecticide, Fungicide, and Rodenticide Act {7 USC 136 et seq.}, US EPA regulations, Occupational Safety and Health administration regulations, and state and local regulations.

### **Education**

Staff, students, pest managers, and the public will be educated about potential school pest problems and the IPM policies and procedures to be used to achieve the desired pest management objectives.

1. Parents will be informed about the IPM program through its posting on the district web site within the Districts Safety Manual;
2. Appropriate staff will receive information and/or training on their role in pest management.

### **Record Keeping**

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and Facilities Management policy. Records must be current and accurate. These records shall be made available upon request to school staff and the general public during normal operating hours, and shall be kept for at least three years.

Facility Management will keep records of the following:

1. Current list of pesticides used, pesticide Safety Data Sheets (SDSs), pesticide product labels, and available manufacturer information about inert ingredients;
2. Records of all pest control actions (location, purpose, and complete information on the pesticide as indicated in 1);
3. Information on the number of pests or other indicators of pest activity that can verify the need for action.

### **Notification**

This district takes the responsibility to notify the school staff, students, and parents of upcoming pesticide treatments. Antimicrobial agents, such as sanitizers and insecticide and rodenticide baits, are exempt from notification requirements. Notification will occur in accordance with local/state laws. Exemptions from prior notification shall include emergency situations and applications of bait pesticides and/or container-delivery systems.

The Facilities Director will see to the following:

1. All parents and staff will be notified of an airborne pesticide application prior to any pesticide applications in buildings or on grounds, with the exception of exempt

applications.

2. Applications exempt from prior notification are: antimicrobial agents, insecticide and rodenticide baits; container-delivery systems; emergency situations.
3. In situations where pesticides must be applied on an emergency basis and are not an antimicrobial agent, insecticide or rodenticide bait, or a container-delivery system, notification to parents and school staff will occur as early as possible.
4. Contractors: The Facilities Director will provide written notification to all current pest control, construction and landscape contractors of the need to adhere to the IPM policy in any pest control, planning, new construction, repair or maintenance work done. Any pest control contractors hired will be required to inspect for conditions conducive to pest problems and develop appropriate prevention measures, not simply apply control materials. Pest control contractors will be expected to provide recommendations for structural improvements or repairs, and housekeeping and sanitation measures required to reduce or prevent recurrence of pest problems.
5. Posting: Signs will be posted in advance of pesticide use. These signs will include the name of the pesticide used; date and time of application; warning or cautionary statements from product label (including restrictions on entering the treated areas or special cautions for certain individuals); information about availability of product labels, MSDS and inert ingredients lists at the facility office; and a contact phone number for those seeking additional information. Signs shall remain in place for one week after pesticide application, or a longer period of time if specified by the pesticide label.

#### **Pesticide Storage and Purchase**

Pesticide purchases will be limited to the amount authorized for use during the year. Pesticides will be stored and disposed of in accordance with the EPA-registered label directions and state regulations. Pesticides must be stored in an appropriate, secure site not accessible to students or unauthorized personnel.

#### **Pesticide Applicators**

Pesticide applicators must be educated and trained in the principles and practices of IPM and the use of pesticides approved by this district. Applicators must follow regulations and label precautions. Applicators should be certified and comply with this IPM policy and any existing Pest Management Plan.

**Section 10**  
**EMERGENCY EVACUATION AND RESPONSE PLANS**

Copies of the established Emergency Evacuation and Response plans for the district are on file at each school, as well as the SAU # 92 office.

**Section 11**  
**WORKPLACE – STUDENT VIOLENCE**

Workplace violence can strike anywhere, anytime, and no one is immune. Workplace violence is an action (verbal, written or physical aggression) which is intended to control or cause, or is capable of causing, death or serious bodily injury to oneself or others, or damage to property. Such conduct includes any physical or verbal threat of violence against another individual while on Hinsdale School District property, or at any School District or school related event.

The Hinsdale School District promotes a safe environment for our students, employees and visiting public. During the school day:

- a) All school doors are secured and not propped open.
- b) All visitors to the school must sign in and out on a visitor's log and wear an identification badge while in the building.
- c) Students and employees are encouraged to question any individual not wearing a badge and to notify a Teacher or Administrator of non-compliance.
- d) Students are encouraged to report any verbal, written or physical aggression to a Teacher or Administrator.
- e) Employees must immediately report threatening or intimidating behavior to the Building Principal or Superintendent.
- f) Employees are empowered to alert 911, and/or call emergency response actions such as lock downs and/or call the appropriate emergency service (medical, fire, police, or rescue) in emergency situations.

The Hinsdale School District works with our employees to maintain a school environment that is free from violence, harassment, intimidation, and other disruptive behavior. The Hinsdale School District believes that violence or threats of violence- in all forms- is unacceptable behavior. Violence in any form will not be tolerated and any employee engaging in such conduct will be subject to discipline, up to and including termination from employment. The School District may also contact local law enforcement.

**STUDENT VIOLENCE PREVENTION AND MANAGEMENT PLAN**

The purpose of this plan is to delineate those responsible for and outline how the school meets the needs for training, education, investigation, and prevention of violent incidents in school and in accordance with Lab 603.03 (g)(6)a and Lab 603.03(g)(6)b. All staff are expected to take mandatory training on bullying and harassment and suicide prevention. Additionally, all staff are **strongly encouraged** to be trained in Crisis Prevention Intervention (CPI). A Behavioral Support Team will be made up of those staff members who have completed and been certified in CPI.

**Training and Education**

Staff training in Bullying and Harassment is carried out annually through the use of a webinar provided by Primex. Suicide prevention training at an age-appropriate level is done through a locally developed plan created in 2020 by the school social worker with assistance from the school psychologist.

In addition, members of the Behavioral Support Team (BST) will be certified in Crisis Prevention Intervention and complete full re-training every two years under the direction of the school district qualified trainer. Currently (As of 3/5/2022), Mr. David Fields, special education teacher at Hinsdale Elementary School holds the position. In the off-year, staff will take a refresher course that consists of the verbal de-escalation techniques. On a quarterly basis, staff will review the various holds that are part of CPI. As a goal, the consensus of the team is that all staff would benefit from the training since they are often the first ones to encounter violent and aggressive behavior.

Students have annual training in Bullying and Harassment through the school counselor and the Second Step Bullying Prevention Unit. They receive age appropriate suicide prevention training embedded within our Social Emotional Learning taking place during morning shift. Student surveys done annually allow for screening of at risk youth. The school website has a link with resources for parents and caregivers who need information on suicide and suicidal ideation as well as other self-harming behaviors.

### **BEHAVIORAL SUPPORT TEAM (BST)**

The Behavior Support Team has specialized training in three areas:

1. Verbal de-escalation practices
2. Restraint
3. Seclusion

A Behavioral Support Team shall be made up of trained school personnel to address situations when a student may become violent and aggressive, demonstrate risk of self-harming behavior, or demonstrate a risk for elopement. The staff will be certified in Crisis Prevention Intervention (CPI). Those staff who are members of the Behavioral Support Team shall carry a radio at all times. When a student is acting out, a call is made to the main office (or directly by radio), which in turn will announce over the radio Support to room [Number] or to an area in the building or outside depending on the circumstances. Staff will respond on the radio with their number if they can go.

The principal shall develop a team for situations when a staff member may require additional support to manage a violent or acting out student. The team will meet monthly or as needed to process situations involving the safety of students and staff. The team will be responsible for meeting the guidelines of Lab 603.03 (g)(6)a and Lab 603.03 (g)(6)b and report through the principal to the Joint Loss Committee as needed.

### **Investigation:**

Every support call is documented in one of several ways including:

- Office Discipline Referrals completed by a staff member who first observes unexpected behavior
- In the case of Intentional Physical Contact an Intentional Physical Contact form is completed
- In the case of a Restraint a Restraint and Seclusion Form is completed
- In the case of a Seclusion a Restraint and Seclusion Form is completed
- In all cases parents and caregivers are notified by phone before the end of the school day when one of these cases occurs.



As needed, or at least monthly the BST reviews incidents to ensure proper implementation of this plan were practiced.

### **Follow Up Response to a Crisis:**

The response falls into two categories:

- Immediate response that will debrief an incident and offer support to both the student and the staff who have supported the student. For the student, the aim is to rebuild the relationship with the student. If a student already has a BIP it should be reviewed and ensure all the steps were followed. For the staff, the purpose is to offer support since these situations can be very hard on staff. In addition, reflecting on the incident can be helpful to problem solve the situation that led to the incident in order to prevent further incidents from reoccurring.
- Second, an overall review of incidents to prevent injury to staff will be completed monthly at the Behavior Support Team Meetings. Currently the team meets on the first Monday of each month directly after school.

### **Prevention:**

The purpose of the Behavior Support Team is two-fold. First proper training acts as a preventive measure and second, team meetings provide an opportunity to reflect on situations and better prepare to mitigate future incidents. CPI offers skills for preventing or managing disruptive behavior in a way that is safe for you and the people in your care. Individuals trained in CPI deliver support in an empathetic way. When students are in need of support, trained staff, who follow CPI guidelines are needed to support the student as they attempt to regain control of their behavior.

Monthly meetings are held with the BST. At the meetings individual cases are reviewed so team members may respond to students with the highest probability for successful de-escalation and review best practices to avoid injury in the situations. Typically, the team looks for patterns of behavior in order to offer more support to prevent further incidents. Patterns may apply to individual students or to settings, for example, Kindergarteners at specials. Antecedents to incidents are discussed and hypothetical reasons such as escape, avoidance, or attention are investigated.

For instance, at a recent meeting the pattern of behavior was there is movement by the student around the classroom, the next behavior is tossing chairs, or throwing objects. Therefore, staff need to be made aware of that pattern and assume a defensive staff when students begin to move about the room. Additionally, as much as possible items such as blocks need to be stored as securely as possible to prevent ready access to them.

### **Team Membership and Roles:**

Chairperson - Staff Certified as a Trainer in Crisis Prevention Intervention

Cochair – School Social Worker Responsible for Development of Meeting Agendas

Principal – Responsible for Implementation of the Plan,

Special Education Coordinator – Provides knowledge of special education population

School Counselor – Provides knowledge of 504 population

Planning Room Staff – Available for support calls

Other Staff Certified in Crisis Prevention Intervention – Available for support calls

School Resource Officer (as needed)

**Roles in a Crisis:** The first staff member who arrives will attempt to support the student in the situation. In most cases at least three staff members will be present. The staff member who has the best rapport with the student will take over the lead. The other staff members will be prepared to support the lead and one of them will take on the role of note-taker to be prepared to document the event.

It is important to remember these seven things in a crisis.

1. Remain Calm
2. Isolate the person
3. Watch your Body Language
4. Keep it simple
5. Use reflective questions becoming more directive as needed
6. Use Silence
7. Pay attention to how you say things

#### **APPENDICES**

- A. Sample Office Discipline Referral
- B. Intentional Physical Contact Form
- C. Restraint and Seclusion Form

Appendix A: Sample Office Discipline Referral

**Office Referral Form: Hinsdale Elementary School** (update 8/27/2023)

The teacher/staff member who witnesses the incident is to complete #1 - #5 on the top of the form, then forward the form to the building principal for major incidents immediately. If other students are involved, please use a separate form for each student and avoid use of names – a FERPA requirement.

**Student:** \_\_\_\_\_ **Referring Staff:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Classroom Teacher:** \_\_\_\_\_

**Was restraint used?** \_\_\_\_\_ **Was a physical escort used?** \_\_\_\_\_

**1. Brief Description of Concern:** Please circle whether the concern was **DIRECTLY WITNESSED** or **REPORTED BY A PEER**

**2. Location: Check One**

- |                                    |                                           |                                |                                       |
|------------------------------------|-------------------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Cafeteria        | <input type="checkbox"/> Gym   | <input type="checkbox"/> Computer Lab |
| <input type="checkbox"/> Hallway   | <input type="checkbox"/> Playground/Field | <input type="checkbox"/> Music | <input type="checkbox"/> Title        |
| <input type="checkbox"/> Bathroom  | <input type="checkbox"/> Library          | <input type="checkbox"/> Art   | <input type="checkbox"/> Other _____  |

**3. Concern: MAJOR**

- |                                                       |                                                |
|-------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Bullying                     | <input type="checkbox"/> Alcohol/drugs/tobacco |
| <input type="checkbox"/> Fighting/physical aggression | <input type="checkbox"/> Weapon Possession     |
| <input type="checkbox"/> Property damage/vandalism    | <input type="checkbox"/> Theft                 |

**Concern: Repeated MINOR**

- |                                                   |                                                          |
|---------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Harassment               | <input type="checkbox"/> Body Dysregulation              |
| <input type="checkbox"/> Defiance                 | <input type="checkbox"/> Thought Dysregulation: Rigidity |
| <input type="checkbox"/> Profanity/Vulgar gesture | <input type="checkbox"/> Pattern of being Uncooperative  |

**4. Student's Emotional Presentation at time of the Concern:**

- |                                         |                                                |                                       |                                                     |
|-----------------------------------------|------------------------------------------------|---------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Well-Regulated | <input type="checkbox"/> Agitated or Defensive | <input type="checkbox"/> Dysregulated | <input type="checkbox"/> Highly Dysregulated/Unsafe |
|-----------------------------------------|------------------------------------------------|---------------------------------------|-----------------------------------------------------|

**5. Staff Interventions (Previously used with this student at other times):**

- |                                                           |                                               |                                               |                                                        |
|-----------------------------------------------------------|-----------------------------------------------|-----------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Redirection/Re-state Expectation | <input type="checkbox"/> Alternative Seating  | <input type="checkbox"/> Modified Expectation | <input type="checkbox"/> Counseling Support            |
| <input type="checkbox"/> Proximity to Student             | <input type="checkbox"/> Alternative Staffing | <input type="checkbox"/> Buddy Classroom      | <input type="checkbox"/> Teacher Lunch Detention       |
| <input type="checkbox"/> In-Class Recovery Time           | <input type="checkbox"/> Movement Break/Job   | <input type="checkbox"/> Student Conference   | <input type="checkbox"/> Parent/Caregiver Consultation |

**Principal completes Questions 6-8 after meeting with the student:**

**6. Student was able to:**  Drain off emotions and settle down  Describe their perspective  Identify Stressors  Name thoughts triggered by stress  Name feelings and size of feelings  Demonstrate insight of how stress, thoughts, or feelings influenced behavior

**7. Student identified and practiced a new skill:**  Yes  No

**8. Readiness to Return to Class/Regulation Plan:**

Student demonstrated a readiness to shift to class or activity

Student demonstrated restitution or repair: \_\_\_\_\_

Developed/ Practiced a Strategy and Reviewed the Re-Entry Plan that includes a focus on regulation in mind, mood, and body

**Consequence** \_\_\_\_\_ **assigned by** \_\_\_\_\_

**Parent/Guardian notification made by:**  phone message  phone conversation  meeting  other \_\_\_\_\_

Note: Email should be used only as a last resort for communication of major behavioral incidents, or as a follow-up communication

**On:** \_\_\_\_\_ (date)

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Logged into data system (date):** \_\_\_\_\_

Appendix B: Intentional Physical Contact Form

**INCIDENT REPORT – INTENTIONAL PHYSICAL CONTACT**

Student: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

School/Program: \_\_\_\_\_ Grade: \_\_\_\_\_

Check if Student Has an: IEP \_\_\_\_\_ 504 Plan \_\_\_\_\_ Behavior Plan \_\_\_\_\_

Person Completing Report: \_\_\_\_\_ Title: \_\_\_\_\_

List Individuals Involved:

Name: \_\_\_\_\_ Title/Role: \_\_\_\_\_

Name: \_\_\_\_\_ Title/Role: \_\_\_\_\_

Name: \_\_\_\_\_ Title/Role: \_\_\_\_\_

Name: \_\_\_\_\_ Title/Role: \_\_\_\_\_

1. Description of the student's behavior before, during, and after the incident:

---

---

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2. Description of the actions of the school staff before, during, and after the incident:

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3. Description of any injuries to the student, staff, or others. Describe any medical care administered to the student or to others:

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Signature of Person Completing Report: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix C: Restraint and Seclusion Form

**Physical Restraint/Incident Report**

Category: *The subject matter of these policies is required by state and or federal law.*

**Definitions:** (RSA 126-U:1, IV)

1. "Restraint" means bodily physical restriction, mechanical devices, or any device that unreasonably limits freedom of movement. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication.

"Restraint" shall not include:

- (a) Holding a child to calm or comfort the child, holding a child's hand or arm to escort the child safely from one area to another, or intervening in an ongoing assault or fight.
- (b) Brief periods of physical restriction by person-to-person contact, without the aid of medication or mechanical restraints, accomplished with minimal force and designed either to prevent a child from completing an act that potentially would result in physical harm to himself or herself or to another person, or to remove a disruptive child who is unwilling to leave an area voluntarily.
- (c) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.
- (d) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
- (e) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose.

**IDENTIFYING INFORMATION:**

Name of School: Hinsdale Elementary School Date of Restraint:

Name of Student:

Date of Birth: Age: Gender: Grade level:

Does student currently receive special education services? Yes:  No:

Date of this report: Site of restraint:

This report prepared by: Position:

Address: 12 School Street, Hinsdale, NH 03451 Telephone: ( 603) 336-5332

Staff administering restraint:

Name: Title:

Completed in-depth restraint training program: No  Yes

Name of restraint methodology: Non-violent Crisis Intervention Program (CPI)

Observers (if any):

Administrator who was verbally informed following the restraint:

Name: Title:

Reported by: Title:

Parent who was informed of this restraint:

Name: Telephone:

Called by: Title:

**PRECIPITATING ACTIVITY:**

**Thorough description of activity in which the restrained or other students were engaged immediately preceding use of physical restraint:**

**Behavior that prompted and justified the restraint:**

**Thorough description of efforts made to deescalate and alternatives to restraint that were attempted:**

**DESCRIPTION OF PHYSICAL RESTRAINT:**

Justification for initiating physical restraint (*check all that apply*):

- Non-physical interventions were not effective
- To protect student from imminent, serious, physical harm
- To protect other student/staff from imminent, serious, physical harm
- To implement necessary restraint in accordance with the student's IEP or other written plan (*describe pertinent provisions of the IEP or other written plan*):

**Describe holds used and why such holds were necessary:**

**Student's behavior and reaction during restraint:**

**CESSATION OF RESTRAINT:**

How restraint ended (*check all that apply*):

- Determination by staff member that student was no longer a risk to himself or others
- Intervention by administrator(s) to facilitate de-escalation
- Law enforcement personnel arrived
- Staff sought medical assistance
- Other (*describe*): \_\_\_\_\_

**Description of any injury to student and/or staff and any medical or first aid care provided:**

**Incident report was filed with the following school district official:** \_\_\_\_\_

**FOR EXTENDED RESTRAINTS (beyond twenty (20) minutes):**

**Alternatives to extended restraint that were attempted:**

**Outcome of those efforts:**

**Justification for administering extended restraint:**

**FURTHER ACTION TO BE TAKEN: (Attach separate page if necessary.)**

The school will take the following action and/or disciplinary sanctions, completed by whom and when:

- Review incident with student to address behavior that precipitated the restraint. who: \_\_\_\_\_ when: \_\_\_\_\_
- Review incident with staff to discuss whether proper restraint procedures were followed. who: \_\_\_\_\_
- Consider whether follow-up is necessary for students who witnessed the incident. who: \_\_\_\_\_ when: \_\_\_\_\_
- Conduct a local investigation of any complaint regarding this restraint (*describe investigation procedures*):  
who: \_\_\_\_\_ when: \_\_\_\_\_
- Disciplinary action/sanctions taken by the program (*describe*): who: \_\_\_\_\_ when: \_\_\_\_\_
- Contact with parents, responsible school district, other state agency (*describe*): who: \_\_\_\_\_ when: \_\_\_\_\_

**PARENT/GUARDIAN NOTIFICATION (*required for all reported restraints*):**

In the event restraint is used on a student, the building principal will, within 24 hours, verbally notify the student's parents/guardian of the occurrence.

The building principal will, within 5 business days after the occurrence, submit a written notification/report to the Superintendent. The notification shall contain all the requirements and information as mandated by RSA 126-U:7, II. The Superintendent may develop a reporting form or other documents necessary to satisfy these reporting requirements.

Unless prohibited by court order, the Superintendent shall, within 2 business days of receipt of the notification required in the above paragraph, send by first class mail to the child's parent or guardian the information contained in the notification/report. Each notification/report prepared under this section shall be retained by the school or facility for review in accordance with rules adopted under RSA 541-A by the state board of education and the department of health and human services.

- Parental verbal notification on: \_\_\_\_\_ by: (within 24 hours)
- Written report submitted to superintendent by principal on: (within 5 days)
- Report mailed by superintendent to parents on: (within 2 business days of receipt of written report)

**Safety Program Implementation**

This SAU 92 Safety Program was updated and published in October 2023. The full program shall be reviewed and updated annually by the Joint Loss Management Committee and approved by the Superintendent no later than September of the following academic year.



**New Hampshire**

**Employer's First Report of Injury**

**WEB-8WC –**

<b>EMPLOYEE INFORMATION</b>						
Employee Name (First & Last)			Gender	Hired Date		Hired in NH
Employee ID	Date of Birth	Age	Occupation when Injured			
Employee Address	Telephone	Wages per Hour	Hrs per Day	Days per Week	Average Weekly Earnings	

<b>INJURY INFORMATION</b>			
Injury Date / Time		Date Employer Notified of Injury	Location/Jobsite & Business Name where accident occurred
Disability Began	Claim Type Code		
Accident Description			
Body part Injured		Cause of Injury	
Nature of Injury		Witness Name	Witness Phone
Returned to work?	If so, what date?	If so, at what occupation?	If so, at what duty status?
Initial Treatment			Initial Treatment Date
Name of Treating Physician			Name of Treating Hospital
			Has injured died? If so, what date

<b>EMPLOYER INFORMATION</b>			
Employer Name		Employer FEIN	Industry Code
<b>Hinsdale School District</b>		<b>02600397</b>	<b>8200</b>
Employer Contact Name	Contact Phone Number	Employer Business Address	
<b>Ann Marie Diorio</b>	<b>603-336-5728 ext 406</b>	<b>49 School Street P.O. Box 27 Hinsdale, NH 03451</b>	
Managed Care Provider			
Leased Employee? Client Company		OCIP/Wrap-Up Policy? Name of policy holder	

<b>INSURER INFORMATION</b>			
Insurance Carrier	Insurer Type	Policy Number	Telephone Number
<b>LGC</b>			<b>800-852-3358</b>

<b>SUBMITTER INFORMATION</b>			
Submitter Name	Title of Submitter	Represents	Telephone Number

Word version revised 8/8/2012. To file this report, email to [WorkersComp@labor.state.nh.us](mailto:WorkersComp@labor.state.nh.us) or mail to NH Department of Labor Workers' Compensation Division 95 Pleasant St. Concord NH 03301.

# Incident Review

Date of Review: \_\_\_\_\_ Date of Injury: \_\_\_\_\_

Department/Job Title: \_\_\_\_\_ Location: \_\_\_\_\_

Reviewer's Signatures: \_\_\_\_\_

## Personal Injury/ Illness Information

Part of Body Affected: \_\_\_\_\_

Nature of injury/illness: \_\_\_\_\_

Describe Clearly What Happened, Including Events Leading Up to Incident:

Did Injured go to MD? \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM/PM

Name of Physician: \_\_\_\_\_ Hospital: \_\_\_\_\_

Return to Work Date: \_\_\_\_\_

Describe conditions or factors that may have contributed to the incident:

*For Slip/Trip/Fall or Material Banding Incidents, please complete reverse side*

Corrective Actions Taken (please outline actions taken to reduce likelihood that this type of incident will reoccur).

Safety Committee Comments:

## **Material Handling Analysis**

1. What was being handled: \_\_\_\_\_
2. How much did it weigh? \_\_\_\_\_ 3. Distance of lift/lower? \_\_\_\_\_
4. Did the employee slip while lifting? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Describe the working conditions at the location of the incident (wet floors, material on floors etc.)? \_\_\_\_\_  
\_\_\_\_\_
6. How was the material handled? \_\_\_\_\_  
\_\_\_\_\_
7. How often is this job done? \_\_\_\_\_
8. Was the incident reported immediately? YES NO
9. Who was the employee working with you at the time? \_\_\_\_\_
10. Has the employee had previous similar incidents? YES NO

Please explain. \_\_\_\_\_  
\_\_\_\_\_

## **Slips, Trips or Falls**

1. What was the condition of the walking surface? (i.e. damaged, worn, wet, icy, cluttered)  
\_\_\_\_\_  
\_\_\_\_\_
2. Was the condition reported prior to the incident?  
\_\_\_\_\_
3. Was the condition addressed? \_\_\_\_\_
4. Describe the lighting: \_\_\_\_\_
5. Type and condition of footwear the employee was wearing.  
\_\_\_\_\_
6. Was the employee carrying/pulling anything, and if so, what was the freight?  
\_\_\_\_\_
7. Have similar incidents occurred at this location prior to this incident?  
\_\_\_\_\_  
\_\_\_\_\_

# Hinsdale School District

## Safety Manual Acknowledgement

I have read and agree to abide by the policies and regulations contained in the Hinsdale School District Safety Manual. Accordingly, I am in compliance with the Worker Compensation Reform House Bill 1579 and Hinsdale School District Policy File EB- Safety Program.

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Print Name

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Signature

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Date

## **GBGD - WORKERS' COMPENSATION TEMPORARY ALTERNATIVE**

### **WORK PROGRAM**

*Category Recommended- While these policies are not required by law, they are highly recommended for effective school board operations.*

#### I. Policy

In compliance with RSA 281-A: 23-b, the School District will provide temporary alternative/transitional work opportunities to all employees temporarily disabled by a work-related injury or illness.

#### II. Purpose

The School Board adopts the principle that it is important to provide meaningful work during the time of healing following a work-related illness or injury in order to assist employees in their transition back to full duty.

#### III. Procedure

The Temporary Alternative Work Program will be available to employees for a period of time extending as long as the circumstances of the illness/injury requires, but not longer than four (4) months, as dictated by the treating physician and as such duties are available.

The program is not intended to address those situations in which an employee has been deemed to be permanently disabled and unable to resume his or her previous position.

- A. An ill/injured employee will be responsible to obtain a New Hampshire Workers' Compensation Task Analysis and a copy of his/her current position when reporting the injury. Forms may be obtained from the Superintendent's office. If the nature of the injury or illness is such that emergency need for care precludes obtaining the above forms, then the employee shall, as soon as possible, call the Superintendent's office to request that an analysis and position description be mailed to the employee or his/her treating physician.
- B. The treating physician and the ill/injured employee will share the responsibility of providing the School District the NH Workers' Compensation Medical Form. This form provides information relating to the employee's capabilities necessary to structure a temporary duty program.
- C. The Superintendent or designee will work with the employee to facilitate a safe return to work program within limitations listed by the treating physician. If necessary, the Superintendent or designee may contact the treating physician for additional information.

- D. After each subsequent visit, the ill/injured employee will be responsible for providing an updated medical form completed by the treating physician and returned to the Superintendent's office.
- E. Additional modifications will be made to the return to work program as required. The Superintendent or designee will be responsible for reviewing the appropriateness of continuing the program or duty assignments, including, but not limited to, extending the program beyond four (4) months, as necessary.
- F. Upon release by the treating physician, the employee will assume normal duties of his or her regular position.

#### IV. Summary

A notice summarizing all employees' rights shall be posted in **Hinsdale SAU Central office** for inspection by all employees.

The provisions of this policy are intended to comply with RSA 281-A: 23-b. To the extent that this policy is ambiguous or contradicts the RSA or NH Department of Labor Regulations, the language of the RSA or Regulations will apply.

See also Appendix GBGD-R

## **GBGD-R**

### **TEMPORARY ALTERNATIVE DUTY PROGRAM – ACKNOWLEDGEMENT FORM**

In accordance with the provisions of RSA 281-A:23-b, the School District will provide temporary alternative work opportunities for employees who suffer a work-related injury or illness.

When practicable, employees will be returned to their regular duties with modifications consistent with a physician’s stipulated work restrictions. In the even that such restrictions make it impractical for an employee to perform their normal job, even with modification, the employee may be reassigned to different duties or a different work schedule and may include assignment to a different department within the School District.

The specific assignment of duties shall be determined on a case-by-case basis pursuant to the physician’s restrictions and the work available at the time of the injury or illness.

The School District has no obligation to provide temporary alternative work opportunities to employees who suffer a non-work related illness or injury.

#### **STATEMENT OF ACKNOWLEDGEMENT**

I hereby acknowledge that I have received a copy of Policy GBGD – Workers’ Compensation Temporary Alternative Work Program – and that my responsibilities were explained to me.

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Employee’s Signature

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Date

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Building Principal’s Signature

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Date