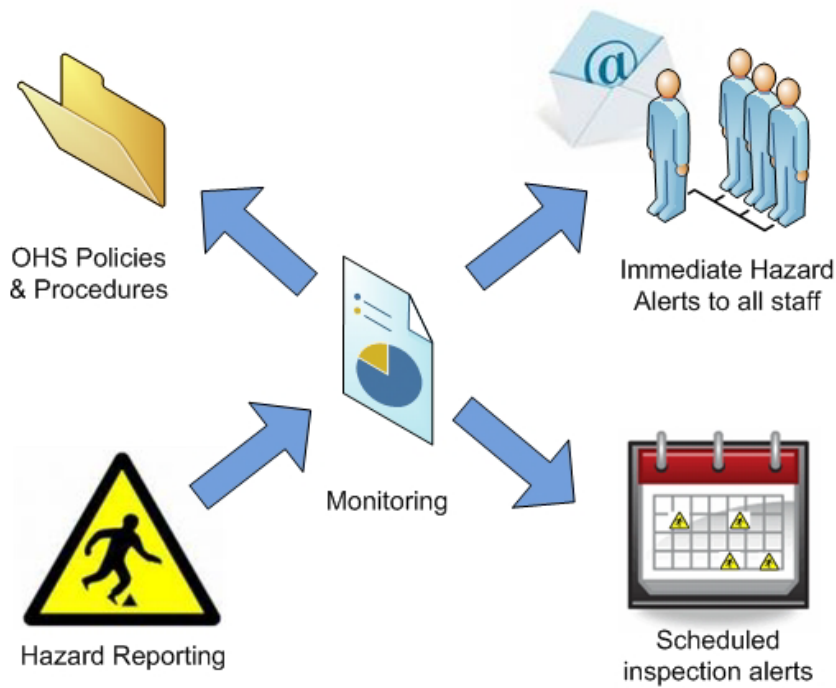


OCCUPATIONAL, HEALTH, AND SAFETY MANUAL



Organizational Commitment and Leadership Responsibilities

a handbook for
Boyle Street Education Centre
Staff, Students and Contractors

CONTENTS

- 1 **Glossary of terms**
- 2 **Responsibilities Statement**
- 3 **Responsibilities:**
 - a. Board or Superintendent
 - b. Admin Team
 - c. Staff
 - d. Contractors
 - e. Visitors/Parents/Guardians/Volunteers
- 4 **School Policies**
 - a. OHS Policy
 - b. Staff/Student Procedures during Covid-19 Pandemic
 - c. Harassment and Bullying Policy
- 5 **Right to Refuse Regulation**
- 6 **Visitor Management**

An effective occupational health and safety (OHS) program must demonstrate effective management leadership, a firm commitment to the program and a willingness to improve the workplace safety culture. Schools with good results in safety (or any other area) have leadership that will not allow a substandard result. While cooperation and consensus are very important in getting employee buy-in to programs, ultimately it is the leadership and commitment from management that drives the process. Leadership and commitment toward health and safety within the organization will be measured by assessing the following items:

- a current, written health and safety policy that clearly states the School Board's aims; the responsibilities of the school employees, and awareness of the individual responsibilities at all levels of the organization
- a system for accountability of health and safety roles and responsibilities at all levels of the school.
- the levels of knowledge and awareness of applicable legislation appropriate to an employee's needs.
- the allocation of sufficient resources for health and safety
- the level of commitment from the School Board and the School Superintendent toward improving the workplace safety culture.

Acknowledgements

This handbook was developed with input from: Battle River School Division OHS Handbook, Work SAFE Alberta, Alberta Government, and Alberta Education.

Glossary of Terms

Controls

Actions taken to eliminate or lower risk at work. Methods of control fall into one of three categories: engineering, administrative or personal protective equipment.

Hazard

A situation, condition or thing that may be dangerous to the safety or health of workers.

Hazard assessment

A written process to recognize existing and potential hazards at work before they cause harm to people or property.

Hierarchy of controls

The order control methods are to be considered/applied, as outlined in Alberta's Occupational Health and Safety Code, Part 2, Section 9(1-5).

Job

The position a person has in an organization (e.g. Admin staff, teaching staff, IT Manager, Counsellor, Psychologist, administrative assistant).

Near miss (close call)

An incident in which injury did not occur but which could have caused an injury or loss under slightly different circumstances.

Occupational health and safety management system

An employer's formal approach to managing health and safety in the workplace.

Risk

The chance of injury, damage or loss.

Safe work practice

General do and don't guidelines for an activity or work process.

Safe work procedure

A written, step-by-step instruction for how to safely perform a task from beginning to end.

Tasks

The activities a worker does as part of their job.

Work types

The nature of the work an individual does (e.g. teaching, food prep., office work, vehicle/equipment operation).

Worker

A person engaged in an occupation.



RESPONSIBILITIES STATEMENT

School or Work Site: Boyle Street Education Centre

Address/City/Postal Code: 10312 – 105 Street Edmonton AB T5J1E6

Contact Name/Number: Ron Davies, Principal, 780-428-1420 Ext 211

Health and Safety Procedure:

Boyle Street Education Centre (BSEC) is committed to the protection of our employees, contractors, volunteers and the students we serve.

In fulfilling this commitment, the school administration will provide and maintain a safe and healthful work environment in accordance with industry standards and in compliance with legislative requirements, and will strive to eliminate any foreseeable hazards which may result in injury, illness or damage.

We are all responsible for preventing incidents within our facilities and are each expected to comply fully with all applicable health and safety laws, rules and regulations.

Incidents are prevented through good management in combination with active employee involvement. Participation in the safety and health program is the direct responsibility of all employees. All employees will perform their jobs in compliance with established safe work practices.

The information in this policy does not take precedence over OHS legislation. All employees should be familiar with the *OHS Act, Regulation and Code*. A copy of the legislation is available in school office.

To ensure that this policy continues to meet our needs, this school authority will review it once per a three year cycle.

Mavis Averill
School Superintendent
Boyle Street Education Centre (BSEC)

Boyle Street Education Centre

1. Organizational Commitment and Leadership Responsibilities

RESPONSIBILITIES:



Everyone within the operations of Boyle Street Education Centre has responsibilities to help create and maintain a safe working environment for themselves and others. Clear expectations are necessary to ensure that everyone is aware of their rights and obligations. This will enable Boyle Street Education Centre's health and safety management system to operate effectively.

Everyone has the right to work in a safe and healthy environment. Therefore, Boyle Street Education Centre will clearly describe the roles and responsibilities of all levels within the operations, including the Board or Authority, Management (Principal or System Administrators), workers, volunteers, contractors and students. These expectations will be a condition of employment and must be followed.

Board or School Superintendent Responsibilities:

- Provide a safe workplace.
- Inform all employees of their OHS rights and obligations.
- Ensure that the health and safety program is created, operated, and maintained as intended by actively overseeing, participating in and maintaining control of the program.
- Create and value an environment and culture that promotes active employee participation in health and safety related activities.
- Establish policies and procedures for the health and safety management system.
- Ensure adequate resources are available to successfully build and implement this system.

Principals and Administration Team Responsibilities:

- Implement a health and safety program in their facilities.
- Ensure hazards are identified and appropriately controlled.
- Inform all employees of their OHS rights and obligations.
- Inform employees of any hazards specific to their location or nature of their work, including the right to refuse unsafe work.
- Ensure all employees perform their duties in accordance with applicable legislation.
- Ensure all employees are aware of and comply with all aspects of the health and safety program.
- Ensure all employees are competent by continuously providing adequate and necessary training in a timely manner.
- Regularly inspect and correct substandard conditions.
- Ensure all incidents and near misses are reported and investigated.

Boyle Street Education Centre

1. Organizational Commitment and Leadership Responsibilities

- Ensure proper preventative maintenance and repair of equipment and tools.
- Ensure all contractors and workers are aware of BSEC's expectations.
- Identify troubled or impaired workers and ensure they are looked after appropriately.

Staff Responsibilities:

- Know and follow all applicable Alberta OHS legislation and industry best practice standards.
- Report all incidents, near misses, injuries, unsafe acts or conditions and infractions, no matter how small.
- Wear all personal protective equipment required by safe job procedures, regulations, or policies.
- Take every reasonable precaution to ensure the safety of yourself, other workers, and students.
- Refuse to perform work when unsafe conditions exist or when not properly trained to do the job, in accordance with Section 31 of the *OHS Act*.
- Know the locations and operations of the emergency safety equipment.
- Be familiar with emergency response protocol.

Contractor Responsibilities:

- Present proof of good standing with the Workers' Compensation Board of Alberta and provide proof of insurance before working on any BSEC job location.
- Follow all aspects of BSEC's health and safety program.
- Take work hazards seriously and protect yourself and others from danger.
- Report all hazards, near misses, injuries or incidents that occur while working at a BSEC facility
- Comply with all legislated requirements pertaining to your scope of work.
- K3H Management Ltd manages the building requirements of BSEC. The building management has agreed that no contractor will be working in the school during school hours; therefore, any needed building maintenance poses little to no risk of any injuries to staff or students.

Visitors, Parents, Guardians, Guests, and Volunteer Responsibilities:

- Report to the main office prior to entering the facility.
- Wear personal protective equipment when required and follow the instructions and rules of the location.
- Provide all clearances required for the position.



OCCUPATIONAL HEALTH AND SAFETY POLICY (OHS POLICY)

BACKGROUND

The *Boyle Street Education Centre* is committed to providing a safe and healthy working and learning environment to all members of the *Boyle Street Education Centre* community. It is the goal of *Boyle Street Education Centre* and its employees to plan every activity and perform all tasks in a manner that minimizes risks, promotes the health, safety and wellbeing of all individuals, and prevents occupational injuries or illnesses.

POLICY STATEMENT

Health and safety is a joint responsibility shared by all members of the *Boyle Street Education Centre* community. This policy applies to all employees, students, visitors and contractors of *Boyle Street Education Centre*.

Boyle Street Education Centre will maintain and promote a safe and healthy working and learning environment by implementing health and safety programs and procedures that meet or exceed the requirements of the Occupational Health and Safety Act and its Regulations, and other applicable legislation and codes.

GUIDELINES

1. *Boyle Street Education Centre* administrators, supervisors, teachers, support staff and other individuals who are responsible for directing the work of others are responsible for the health and safety of all individuals under their direction and the classrooms/workplaces under their charge. They must implement all the necessary measures and programs to eliminate or control potential health and safety hazards associated with the activities under their supervision. They must ensure that they are provided with health and safety training and education appropriate to their job requirements.
2. All employees, contractors, students and visitors shall comply with all relevant legislation and all *Boyle Street Education Centre* policies and procedures regarding health and safety.
3. Every employee shall use safe work practices on all assignments, as governed by *Boyle Street Education Centre* policies and procedures. It is the responsibility of every employee to report unsafe conditions and workplace injuries to the administration.
4. *Boyle Street Education Centre*, in consultation with the Health and Safety Committee, shall ensure that all other policies and operating procedures meet the goals of this Policy.

Boyle Street Education Centre

1. Organizational Commitment and Leadership Responsibilities

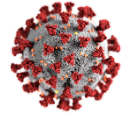
PROCEDURES

The School Superintendent in consultation with the Principal and the Occupational Health and safety Committee will develop and periodically update a procedure hand book to address the Occupational Health and Safety best practices.

Adopted: May 24, 2018

Boyle Street Education Centre

1. Organizational Commitment and Leadership Responsibilities



STAFF/STUDENT PROCEDURES DURING COVID-19 PANDEMIC

BACKGROUND

During times of widespread pandemic, BSEC provides a safe, healthy, caring and respectful environment for staff, students, parents and the wider school community. The following procedures have been developed to give staff direction regarding rights and responsibilities based on the best information from AHS and in consultation with other school authorities. The school is committed to maintaining a balance between safety for the members of the school community and the rights to individual privacy. This procedure will change and be updated as we move through the pandemic and as AHS and AB ED procedures change.

PROCEDURES

Procedure prior to coming to school:

- Staff/students will sign the "Fit for Duty" form and will administer daily self-assessment for monitoring COVID-19 symptoms. Staff/students will not report to work/school if they are unwell or exhibit any unusual symptoms of illness that are consistent with symptoms of COVID-19. Staff/students will use a rapid response test to check themselves prior to coming to school if they have had close contact with anyone who may have a suspected or confirmed case of COVID-19.
- Staff and any visitors to the school will wear a mask at all times unless they are working by themselves in their area.

Procedure if a staff person becomes ill with COVID-19 like symptoms during the school day:

- If a staff person becomes ill with COVID-like symptoms during the school day, the staff person would inform the Principal and return to their home. The staff person would administer a rapid response test. If COVID-19 is confirmed the staff person will inform the Principal. The Principal will inform the Superintendent. The staff person would begin a period of self-isolation as directed by AHS and AB ED procedures. If the COVID-19 test is negative they should test again in 24 hours. If the second test is negative and if the staff person has no symptoms, they may return to work as soon as they are healthy enough to do so.

Procedure if a student becomes ill with COVID-19 like symptoms during the school day:

- Schools must keep records of a student's known pre-existing health conditions.
- If the staff notice or are informed of a student becoming ill during the school day, with COVID-19 like symptoms, they will be asked to return to their home and take a rapid test to determine if they have the illness. If positive they would isolate for 10 days. If negative, they would test again in 24 hours. If still negative and if they have no symptoms they could return to school.

Boyle Street Education Centre

1. Organizational Commitment and Leadership Responsibilities

Procedure if there is a suspected or confirmed case of COVID-19 in family members or close contacts of any member of the school community:

- If any member of the school community has had close contact with another person who has tested positive for COVID-19 they will need to take a rapid response COVID-19 test. If the person has no symptoms and the result of the test is negative, they will return to school. They should continue to daily take rapid response test to make sure they have not contracted the illness. If positive, they would inform school staff and/or the Principal and isolate for 10 days.

Pre-existing health conditions:

- Staff and students must inform the Principal of pre-existing health conditions which may exhibit similar symptoms of COVID-19. If anyone is exhibiting symptoms as the result of a pre-existing condition which are consistent with COVID-19 symptoms, they must get tested for COVID-19 to secure a baseline measure of health.

Professional Conduct

- If a staff person is concerned about another staff person exhibiting symptoms of illness that they feel may put them or the school community at risk for illness, they must first address the issue with the staff person prior to consulting with School Administration. Staff must follow their professional conduct guidelines.

Refusal for work

- A staff person has the right to refuse work if they deem it to be unsafe. The staff person would need to specifically identify the hazards they deem unsafe and the school would then devise plans to reasonably mitigate these hazards. If the School Administration can show that they have taken all of the concerns seriously and have addressed these to the extent that is possible, being reasonable, flexible and diligent, the staff person is required to be at work.
- School Administration is committed to being reasonable and flexible when addressing staff concerns regarding COVID-19.

Contact Tracing

- If a student tests positive for COVID on a rapid response test, they should be encouraged to inform the school of the positive test result. Once staff know, they would inform the principal who then could inform other staff and students who have had contact with this particular student. All students/staff connected to these classes should self-monitor for symptoms and consider taking rapid response test.



HARASSMENT AND BULLYING

BACKGROUND

It is the goal of the school to provide a safe and comfortable environment for staff and students, one free from harassment of any sort.

POLICY STATEMENT

Any act of harassment committed against a staff member, student, or parent at school, on school grounds or at school sponsored activities shall be considered unacceptable conduct. Appropriate disciplinary action will be taken if such behaviour occurs. The investigation process should always follow the principles of natural justice.

GUIDELINES

- (1) The term "harassment" means, "any conduct, comment, gesture, or contact" that is likely to cause offence or humiliation to a staff member, student, or parent. Such behaviour, might on reasonable grounds, is perceived by that as placing a condition of a discriminatory nature on employment or studies." The term does not refer to the accepted social banter that occurs in the work and school environment.\
- (2) It is the responsibility of every principal, teacher, manager and supervisor to ensure that the environment under his/her jurisdiction is free from harassment and that complaints of such behaviours are investigated promptly, seriously and in a strictly confidential manner.
- (3) Appropriate disciplinary action will be taken in substantiated cases. The nature of the disciplinary action will depend on the type of misconduct, any mitigating circumstances, and as well as whether students, and /or teachers, and /or parents are involved.
- (4) Should the situation not be satisfactorily resolved, an appeal may be made to the Superintendent.
- (5) Nothing in the foregoing affects a person's right to file a complaint with the Alberta Human Rights Commission.

PROCEDURES

Responsibilities of Claimants and Respondents

1. Complainants who believe that they have been the subjects of harassment have a responsibility to make an objection clearly known to the Respondent.
2. If the Complainants require support or need advice prior to meeting the Respondent they may choose to talk to their principal. In the case of students and parents, they can address their queries to any of the following as appropriate: teacher, principal.
 - 2.1 The Complainant should keep a written record of the date(s), time(s), location(s), and nature of the behaviour (s) and name of any witnesses.
 - 2.2 The supervisor should keep a written record of the harassment incident and the action taken.
 - 2.3 If the harassment continues, the Complainants should speak to their teacher, principal.
 - 2.4 If the Complainants are not satisfied with the response, the complaint should be advanced to the next level of management. In the case of parents and students, the complaint should be addressed to any of the following as appropriate: Principal and/or Superintendent.
 - 2.5 Whether or not the complaint is resolved to the complainant's satisfaction, the process does not prejudice an individual's right to file a complaint with the Alberta Human Rights Commission, take civil action or report incidents to the police.
3. Complaints must be filed within six months of the reported incident according to the Alberta Human Rights Commission.

*** Note: Complainants will NOT have their career or studies affected in any way as a consequence of their complaints. In fact, their action will contribute to a healthy environment. The only exception to this will be in cases where the complaint is proven to be malicious and without foundation.

Resolving the Situation

Informal and formal complaints

Step 1: Informal Complaint- If possible, the Complainant may resolve the issue with the Respondent.

Step 2: Formal Complaint to Immediate Supervisor of the Respondent.

Step 3: Formal Complaint- Next Level of Management. If the decision is not satisfactory, or if the supervisor is the Respondent, the complaint can be forwarded to the next level of management.

Formal Complaints – Key Elements

1. File a formal complaint with the immediate supervisor of the respondent.
2. Within two working days from the receipt of a formal complaint, the Supervisor shall begin the investigation by initiating an interview with the Complainant and Respondent.
3. As soon as possible, all witness (es) or person(s) who may have knowledge of the circumstances will be interviewed, if appropriate.

Confidentiality

To ensure confidentiality, the names of the individuals involved will only be used with their consent. Individuals will be informed that information could be used or referred to in a tribunal or court of law.

Investigation

The Supervisor must:

1. Document a complaint involving harassment with supporting material.
2. Consider the following in determining whether the complaint constitutes harassment:
3. Facts of the case
4. Nature of the alleged harassment
5. Environment
6. Context in which the alleged incident occurred
7. Communicate the decision to the Complainant and the Respondent. Provide information and/or referral for any support and corrective action deemed necessary.
8. ACTION – The supervisor determines disciplinary or corrective action, if any, to be taken. Appropriate action will be taken in substantiated cases. The Respondent should be given an opportunity to change the behaviour when possible and appropriate.

Appeal Process

Should the situation not be resolved, an appeal of the decision may be made to the Superintendent.

Boyle Street Education Centre

1. Organizational Commitment and Leadership Responsibilities

HEALTH AND SAFETY MANUAL



Right to Refuse

Section 17 of the *Alberta Occupational Health and Safety Act* gives all staff the right to refuse unsafe work. In order to exercise this right, an employee must have reasonable grounds to believe that the work involves imminent danger to themselves or others. In most cases, if hazards are promptly reported and documented with a principal/supervisor, the situation can be resolved without escalating into a formal work refusal (see Hazard Reporting).

"Reasonable grounds" means the worker has some objective information that makes him or her believe the work is unsafe. The employee does not have to be correct in their knowledge or belief (example: they may have been told by co-workers that the brakes on a division owned vehicle they are driving have failed in the past).

Principals/supervisors must document and investigate all formal work refusals. An employee cannot be penalized, disciplined or threatened for exercising their right to refuse unsafe work.

Examples of potential work refusal situations include:

- A teacher refuses to use a table saw that is not equipped with adequate guarding.
- A custodian refuses to change lights in a gymnasium because they do not have proper training on the lift equipment.
- An educational assistant refuses to lift a heavy student because proper lift devices or other assistance is not available.
- A maintenance worker refuses to enter a confined space because adequate training, personal protective equipment and a standby worker have not been provided.

Protocol

1. If you see a hazard and do not have the authority, knowledge or resources to correct it yourself, then verbally report it to your principal/supervisor as soon as possible. The concern should also be documented on our hazard documenting system.
2. The principal/supervisor shall take the appropriate steps to investigate and eliminate or control the hazard.
3. If the employee has followed the above steps and feels that the appropriate action has not been taken and has reasonable grounds to believe the hazard presents an imminent danger to themselves and others, they should exercise their right to refuse unsafe work. The refusal should not put the life, health or safety of the employee or another person directly in danger.
4. The employee must notify their Principal/Supervisor as soon as practicable that they are exercising their right to refuse unsafe work under the OH&S Act. In a calm manner they should clearly explain the problem and why the work is being refused.

Boyle Street Education Centre

1. Organizational Commitment and Leadership Responsibilities

5. On being notified, the Principal/Supervisor shall contact the OHS Committee member. The investigation shall proceed in the presence of the OHS Committee member, Employee and any other required parties such as the other employees who may be knowledgeable about the situation, union rep (if requested by the employee), etc.
6. The employee must remain in a safe location at the worksite while the investigation is underway. They can be re-assigned to alternative safe duties at the discretion of the principal/supervisor. The employee must be paid at the appropriate rate during the investigation. The supervisor may assign the work to another person as long as the person:
 - i. is qualified to do the job,
 - ii. has the appropriate equipment to perform the job safely,
 - iii. is informed that the work has been refused and the reasons why the work was refused, and
 - iv. is advised of their right to refuse the work.
7. The Principal/Supervisor prepares a written record of the employee's notification, the investigation and action taken. Give a copy to the employee and the OHS Committee member.
8. The employee returns to work if the hazard is eliminated or controlled and/or resolution is found.
9. If the employee disagrees with the decision or action taken by the principal/supervisor, the employee may choose to report their concern to their union representative (if applicable) or the Alberta Workplace Health and Safety Call Centre at 1-866-415-8690. If the Call Centre is notified, a provincial OH&S officer will investigate and provide a final ruling in writing as soon as is practicable.
10. If the employee or administration does not agree with the OH&S Officer's report, then either party can appeal the decision to the OH&S Council by serving notice to the Director of Inspection within 30 days of receipt of the report. The Council may dismiss the request for review or require the employer to eliminate the imminent danger.

An employee who believes they have been subjected to disciplinary action by exercising their right to refuse unsafe work may also file a complaint with an OH&S Officer, Alberta Workplace Health and Safety, by contacting the OH&S Call Centre at 1-866-415-8690.

Visitor Management

Procedure

As an organization that manages a public building, BSEC has a duty to care for individuals visiting the building. Visitors may include former BSEC employees, former students, contractors, customers, and people accessing our school for meetings parents, spouses, family members and children.

All public buildings are responsible for a person(s) within the facility until their departure. BSEC must account for all visitors to ensure their safety in the event of a fire or incident at a school facility.

During regular school/business hours, all visitors must report to the Reception area to sign into the visitors log and check in with school staff before continuing through the facility. Visitors must also sign out upon departure. This will allow for a record of any visitors inside the building at any given time, which will aid in ensuring safety of those individuals. During an evacuation, this visitor log record, if safe to do so, should be taken to the muster point to help account for visitors.

In any situation where there is a group meeting of visitors taking place in the school, the Principal or a designated staff person should inform the visitors of our emergency procedures including lockdown procedures, prior to the meetings taking place. This should be the first item on the agenda.

If staff are convening a meeting either in regards to school business or non-school business, outside of regular school hours, it will be their responsibility to inform their guests of emergency procedures and to be proactive in case any safety concerns arise between the time of regular school hours and the beginning of the meeting. Any guests must be informed that they are attending the meetings at their own risk.

Exceptions

Non-operational hours, for example:

- After hours cleaning and maintenance
- Summer renovations and maintenance in a school building

Special events, for example:

- School celebration or other events that include a large amount of uncontrolled visitors
- Sub-contractor managed renovations where the contractor maintains a log of their own

In these situations, BSEC staff shall ensure these parties have evacuated the building by doing a sweep of the building spaces in an evacuation, if safe to do so.

Boyle Street Education Centre

1. Organizational Commitment and Leadership Responsibilities

Receptionist/Front Desk Attendant

1. Maintain the BSEC visitor log forms and ensure they are available for visitors, even if no one is attending the front desk.
2. Ensure all visitors wear a visitor pass that is visible to anyone they encounter in the building.
3. If safe to do so, take the visitor log record out to the muster point in the case of an evacuation.

Manager/Supervisor

1. Ensure adequate signage is posted to inform visitors that they must check in and sign in at the front desk/office.
2. Ensure that the visitor sign in/out process is followed within the space or building they are responsible for.
3. Report any BSEC staff not following the visitor sign in/out protocol to their supervisor for follow up.

Employee

1. Ensure anyone coming to visit you specifically, has signed in at the reception desk upon arrival.
2. Ensure that all of your visitors are made aware of, and adequately protected from, any hazards they encounter within the building or site, including providing appropriate PPE (Personal Protective Equipment).
3. Ensure any incident or near miss related to a visitor you are responsible for is reported using BSEC protocols.
5. Politely direct any visitors you encounter not wearing visitor passes to either wear their pass, or go check in at the front desk/reception if they haven't so far.
6. Direct all visitors to gather with school office staff in the event of an evacuation so that they can be accounted for.

Hazard Assessment & Control



a handbook for
Boyle Street Education Centre
Staff, Students and Contractors

CONTENTS

- 1 Introduction
- 2 Overview
 - Why do a hazard assessment?
- 3 What are the benefits of hazard assessment and control?
- 4 What are the common types of hazard assessments?
- 5 What is Risk?
- 6 Health and Safety Manual
 - a. Hazard Assessment Review Processes
 - b. Personal Protective Equipment
- 7 Appendix
 - a) Hazard Assessment-Admin
 - Detailed Hazard Assessment-Admin
 - b) Hazard Assessment-Admin. Assistant
 - Detailed Hazard Assessment –Admin. Assistant
 - c) Hazard Assessment-Teacher
 - Detailed Hazard Assessment-Teacher
 - d) Hazard Assessment-Student Services
 - Detailed Hazard Assessment-Student Services
 - e) Hazard Assessment-Custodian
 - Detailed Hazard Assessment-Custodian

The information provided in this handbook is solely for the user's information and convenience and, while thought to be accurate and functional, it is provided without warranty of any kind. If in doubt, please refer to the current edition of the *Occupational Health and Safety Act, Regulations and Code*.

The Boyle Street Education Centre, its agents, employees or contractors will not be liable for any damages, direct or indirect, arising out of your use of the information contained in this handbook. This handbook is current to March 2019. The law is constantly changing with new legislation, amendments to existing legislation, and decisions from the courts. It is important that you keep up with these changes and keep yourself informed of the current law.

This handbook is for general information only and will assist in establishing a compliant health and safety system.

Acknowledgements

This handbook was developed with input from:

Battle River School Division OHS Handbook
Work SAFE Alberta, Alberta Government
Alberta Education

Introduction

Hazard assessments and controls help build safe and healthy workplaces. They are at the core of every organization's occupational health and safety management system.

The hazard assessment and control process provides a consistent approach for employers and workers to identify and control hazards in the workplace. It allows everyone to focus their efforts in the right areas, and to develop worker training, inspections, emergency response plans, etc. specific to the hazards at their work sites.

Alberta's Occupational Health and Safety legislation requires employers to conduct hazard assessments, and to either eliminate the hazards identified or put controls in place to protect against them.

The step-by-step processes outlined in this handbook are intended to help employers and workers control workplace hazards. Hazard assessments should reflect the specific needs of the operation.

Alberta's Occupational Health and Safety legislated requirements (the law) are highlighted throughout this document. These are the minimum requirements every work site must meet. Many businesses exceed these minimum standards. This guide also includes practices, tools and forms to assist in meeting or exceeding the minimum requirements.

Not all requirements under the *Occupational Health and Safety Act*, Regulations and Code are discussed in this handbook. This guide is not intended to be legal advice, nor is it a definitive guide to the legislation. Review the legislation thoroughly and consult a lawyer if you have any specific legal issues.

In case of inconsistency between this resource and the Occupational Health and Safety legislation or any other legislation, the legislation will always prevail. For more detailed information, refer to the *Occupational Health and Safety Act*, Regulations or Code, and the Occupational Health and Safety Code Explanation Guide

Overview

Why do a hazard assessment?

No matter the size or type of business, there are situations, conditions or things that may be dangerous to the safety or health of workers.

Possible hazards



falling objects



slippery surfaces



sharp equipment



fatigue



a poorly designed workspace
(awkward positioning)



icy road conditions

It's employer's responsibility to ensure the workplace hazards are identified and eliminated or controlled so workers stay healthy and safe on the job.

Examples of elimination and control



wear personal protective equipment



mop up spills



use equipment guards



take scheduled breaks



install an ergonomic workstation



take winter driver training

Hazard assessments are a core part of every occupational health and safety management system. They allow the employer to focus their efforts in the right areas, and develop worker training, inspections, emergency response plans, etc., specific to the hazards on their work site(s).

There is another good reason for an employer to do hazard assessments. It's the law.

What are the benefits of hazard assessment and control?

Hazard assessments identify hazards so they can be eliminated or controlled before someone gets hurt. The process of conducting hazard assessments and following through by introducing controls may also:

- Inspire improvements in day-to-day operations (e.g. maintenance, work procedures, worker training, process and design, purchasing, housekeeping). Workers can see how doing simple things like mopping up spills or picking up debris is more important than they might have thought. They become more proactive.

- Show workers they are important and valued, and demonstrate employer commitment. Feeling valued can inspire participation and ownership of workplace health and safety.

- Focus attention on workplace health and safety. Hazard assessments point to specific areas in need of improvement. They get people thinking — and talking — about health and safety.

- Result in a more consistent, efficient and effective workplace. One can expect that lowering the risk of a health and safety incident also lowers the number of productive hours lost to worker illness and/or injury.

- Lower operating costs. Fewer incidents means fewer claims filed with the Workers' Compensation Board. Fewer insurance claims means lower annual premiums.

What are some of the challenges of conducting hazard assessments?

Not all workplace hazards are obvious to everyone. Individuals bring their own experience and judgement to the task of identifying hazards. The culture (attitudes and behaviours) of a workplace can build up a level of risk tolerance. Risk-taking may be an accepted part of the job.

Workers may become complacent and begin to lower their guard over time, as high-hazard activities become familiar. Workers may even disregard the hazardous nature of a task because they take pride in the risky nature of their work.

New workers may simply not have the experience to identify the hazards at their work site, or may willingly take risks in an attempt to prove themselves. More experienced workers may have the most difficulty changing their behaviour. They are sometimes more likely to dismiss occupational health and safety initiatives as unnecessary.

What are the common types of hazard assessments?

There are many ways to do a hazard assessment. Two common types of hazard assessments are formal and site-specific. Formal and site-specific hazard assessments may work separately, but are most effective when they are used together.

A formal hazard assessment takes a close look at the overall operations of an organization to identify hazards, measure risk (to help prioritize hazards), and develop, implement and monitor related controls. Worker jobs or types of work are broken down into separate tasks. Formal hazard assessments are detailed, can involve many people, and will require time to complete.

A site-specific hazard assessment (also called field-level) is performed before work starts at a site and at a site where conditions change or when non-routine work is added. This flags hazards identified at the location (e.g. poor lighting, wet surfaces, extreme temperatures, the presence of wildlife), or introduced by a change at the work site (e.g. unfamiliar chemicals, introduction of new equipment). Any hazards identified are to be eliminated or controlled right away, before work begins or continues.

WHAT IS RISK?



Often when discussing safety, the terms risk and hazard get bantered around and used interchangeably. When it comes to workplace safety, there is a clear delineation between these two terms. Understanding them properly can help us understand why we do what we do to ensure safe workspaces, and give us perspective on the subject.

Hazard

a potential source of harm to people, environment, assets or production.

Risk

the possibility of injury, loss or environmental incident created by a hazard. The significance of risk is a function of the probability of an unwanted incident and the severity of its consequence.

We often identify or discuss hazards in our workspaces, i.e. working alone, violence, working at heights, slips and trips, etc. Often when discussing these issues and potential steps we can take to correct or prevent them we hear terms like 'how likely is that really to happen', or 'yeah, but has that actually happened'? This is when we start talking about risk. We are acknowledging that probability does matter when we are evaluating hazards. However we often miss the other side of that evaluation, which is the severity of the consequence of that hazard. It matters just as much.

When evaluating what steps are reasonable to take to mitigate a hazard, we need to evaluate a combination of the probability of it happening, and the severity of the consequence should it happen.

For instance, even though it is unlikely that you would be assaulted in a violent situation at work, the severity of that hazard, should it happen, is very high (potential fatality); which should move us to take actions to prevent that hazard from impacting workers.

Conversely, the severity/consequence of slipping on ice in most instances can be seen as moderate or even low as it would result in anything from no injury or a bruise to a fracture. However, the likelihood is very high if there is ice in a high traffic area, and that would move us to take some mitigation action.

So either high severity, or high probability can compel us to action, as can a combination of moderate severity and moderate probability. When you are evaluating whether or not something should be reported, or made safe, or if you are evaluating whether or not you agree with a rule or requirement in place, please keep in mind the full risk associated with the hazard, both probability and severity. Acknowledging these both in our methodology serves us well in keeping our workplaces safe.



WHAT IS HAZARD?



Hazards

A hazard is any situation, condition or thing that may be dangerous to the safety and/or the health of workers.

Typical workplace hazards found in the educational environment fall into the following categories:

Physical Hazards such as lifting and handling loads.

Hazards generated by people, equipment, machinery, tools, facility characteristics or environmental factors such as slips, trips and falls, moving parts of machinery, working at heights, personal vehicles, flammable materials, confined spaces, electricity (frayed cords), excess noise (portable handheld tools), inadequate lighting, extreme temperatures, non-ionizing radiation (microwaves), workplace violence.

Chemical Hazards such as chemicals, solvents, cleaners, dusts (grinding, woodworking)

Agents that can be inhaled, ingested or absorbed in the skin and cause short or long-term health effects such as fumes (welding), mists and vapors, gases

Biological Hazards such as viruses, fungi, bacteria, moulds

Living organisms that can cause illness or disease such as blood and body fluids, sewage, animals (rodents, insects)

Psychological Hazards such as working alone, working conditions that create stressful work environments or increase the work (long hours), fatigue, potential for injury or illness, violence or abuse, language barriers.

Hazard Controls and Hierarchy

Whenever possible, hazards should be eliminated. If this is not possible, steps should be taken to control the hazard to mitigate its effect by eliminating the hazard or reduce the hazard to an acceptable level of risk. Employees should be consulted for ideas about how to eliminate or control hazards as they are usually the ones most familiar with the job. The following table shows the various levels and types of hazard controls as dictated by the Alberta Occupational Health and Safety Code Part 2:

Engineering controls

- First, try to eliminate the hazard completely. This could mean removing trip hazards on the floor or disposing of unwanted chemicals, etc.
- If it is not practical to eliminate the hazard completely, try to substitute it with something safer such as using smaller packages to reduce the weight of items that have to be manually handled, using a less toxic chemical etc.
- Isolate the hazard: for example, use sound proof barriers to reduce noise levels, use an
- Enclosed spray booth for spray painting.
- Use trolleys or hoists to move heavy loads,
- Provide adequate general or local exhaust ventilation

Administrative Controls

- Develop and use a safe work procedures
- Provide training and supervision for workers.
- Ensure regular maintenance of machinery and equipment.
- Restrict access to hazardous areas using signs.

Personal Protective Equipment (PPE)

- Includes gloves, hearing, eye and head protection, coveralls, steel-toed boots. Ensure that the right type of PPE is selected for the job, that it fits properly and is comfortable under working conditions.
- PPE is stored in a clean and fully operational condition and workers trained in the use of PPE.

Hazard Assessment / Reporting Processes

Hazard assessments form the foundation of an effective worksite health and safety program. Part 5, of the Alberta Occupational Health and Safety (OH&S) Code requires that written hazard assessments of the worksite be conducted. Hazard assessment is a process that looks at what could cause harm to employees or property damage at a worksite. It helps School Administration and employees determine whether the right precautions have been taken to prevent incidents.

In its simplest form, the hazard assessment asks the question "what if"? Hazard assessments look at the physical, chemical, biological and psychological hazards that may be present at the worksite.

According the legislation hazard assessments must be:

- written;
- completed with the direct input/observations of the employees that perform the work;
- communicated to all staff affected by the assessment; and
- repeated whenever new processes or changes to the worksite are implemented.

Protocol

Using the Division hazard assessment templates, management shall ensure that hazard assessments are completed for staff groupings within BSEC. Administrators shall ensure all staff have reviewed the assessments that correspond to their work scope.

Step 1: Identify the types of jobs and job related activities performed by employees or staff groups at the worksite (e.g. teachers, custodial, support staff, etc.)

Step 2: Identify existing and potential hazards associated with each activity performed by the different staff positions (e.g. teacher, custodian, support staff, etc.). A single hazard assessment can be performed to represent a group of employees that perform similar tasks.

Step 3: Assess the risk level associated with each hazard identified.

Step 4: Identify and implement hazard controls to mitigate the identified hazards.

Step 5: Communicate the results of the hazard assessments to all affected staff. This is accomplished by having each new or transferred employee review the hazard assessment that corresponds with their job scope. This serves both as an opportunity to inform them of hazard and controls for their position, as well as providing them an opportunity to provide feedback on the hazards and controls to help improve the hazard assessment system. Any changes recommended by a staff member should be reviewed and evaluated, then implemented if practical. The hazard assessment is a living document that should be updated as needed.

Step 6: Review/update hazard assessments annually, or whenever people, jobs or processes change and as part of any incident investigation.

Hazard Assessment Review Processes

BSEC employees review the Hazard Assessment(s) corresponding to their position/job scope at the start of each new school year. This will count as the annual review required by our program. As with any review, it is only effective if we take the time to update the document based on feedback given. All feedback is to be sent to the Principal for review and implementation.

Hazard Assessments shall also be reviewed when conditions change; for instance if major equipment changes, or job scopes change due to a modification of a job description. Additionally, Hazard Assessments should be reviewed as part of the investigation process when responding to incidents. The investigator should review the hazard assessment that corresponds to the task and job involved in the incident and look for any opportunities to improve the hazard assessment, as well as using it as a guide for best practice for that task to ensure the staff involved were in compliance with the assessment. This review will be documented on the Incident Investigation Report.

Personal Protective Equipment (PPE)

The use of Personal Protective Equipment is a form of hazard control. The use of PPE, generally speaking, is the least preferred method of hazard control or a 'last resort', as it often is uncomfortable and does not stop the hazard at the source, but instead stops it at the worker. If a hazard assessment or Safety Data Sheet indicates that PPE is required by a worker, the Principal, Supervisor or designated Safety Representative shall ensure it is provided and used properly by the employee. In general, the clothing and accessories worn at the worksite must be appropriate for the task and provide adequate protection from workplace hazards. For example, loose clothing or jewelry is prohibited when working around moving parts or machinery. Shorts and sandals would be inappropriate when working with chemicals or lifting furniture or equipment. Sandals would be inappropriate when participating in athletics with students or when working with an inclusive education student whose behavior may need to be managed physically.



BSEC shall ensure:

- all employees follow PPE standards required by the OH&S Code, and standards established through consultation with the Safety Coordinator;
- the cost of personal protective equipment required by the OH&S Code and/or covered under any collective agreements is borne by the employee's department;
- that PPE is in good condition and performs the function for which it was designed;
- that employees are trained in the proper selection, maintenance and use of PPE;
- that eye, foot, hand, head and hearing protection meets the appropriate CSA standard listed in the OH&S Code;
- all respiratory protective equipment is NIOSH approved and that staff using cartridge respirators are properly fit tested prior to use to ensure an effective facial seal;
- staff are clean shaven when wearing a respirator; and
- if an employee is unable to wear protective equipment for medical, religious or other reasons, that alternative control measures to reduce or eliminate the hazard to the employee are implemented where feasible.

Employees shall:

- wear any protective equipment issued to them and promptly report any defective equipment to their supervisor; and
- Properly use, care for and maintain their PPE.

PPE General Use Table

PPE Type	General Use / Required When
Nitrite disposable gloves	<ul style="list-style-type: none"> • When performing first aid • When working with chemicals or substances whose SDS requires it
Safety glasses	<ul style="list-style-type: none"> • When working with chemicals or substances whose SDS requires it
Mono-goggles	<ul style="list-style-type: none"> • When working with chemicals or substances whose SDS requires it
Face shield	<ul style="list-style-type: none"> • When working with chemicals or substances whose SDS requires it
Lab coats/aprons	<ul style="list-style-type: none"> • When working with chemicals or substances whose SDS requires it
Shop coats	<ul style="list-style-type: none"> • As dictated by science or foods Teacher • As dictated by shop teacher based on hazards present
Leather gloves	<ul style="list-style-type: none"> • When working with abrasive materials
Rubber gloves	<ul style="list-style-type: none"> • When working with chemicals or substances whose SDS requires it
Oven mitts	<ul style="list-style-type: none"> • When working with hot dishes in foods class / cafeteria / etc.
High visibility work wear / vest	<ul style="list-style-type: none"> • When working near vehicle traffic
Hearing protection (ear plugs or muffs or both)	<ul style="list-style-type: none"> • When exposed to noise above S5dBA
Half mask respirator	<ul style="list-style-type: none"> • When working with chemicals or substances whose SDS requires it
Dust mask (N95 Respirator)	<ul style="list-style-type: none"> • When sweeping up areas with significant dust or any potential animal feces
Nitrite wrist guards	<ul style="list-style-type: none"> • As dictated by student behavioral plans for students who are known to bite
Steel toe footwear	<ul style="list-style-type: none"> • Facilities shop staff / Mechanics
Fully body harness / shock absorbing lanyard	<ul style="list-style-type: none"> • When required by a hazard assessment for working at heights
Chainsaw chaps	<ul style="list-style-type: none"> • Facilities staff - when operating a chainsaw
Chainsaw face shield	<ul style="list-style-type: none"> • Facilities staff - when operating a chainsaw
Hard hat	<ul style="list-style-type: none"> • Facilities staff - when felting trees or when dictated by a hazard assessment

Appendix a) Hazard Assessment - Administration

Publication Date:		New	
Position: Administration, Boyle Street Education Centre (BSEC)		Location: BSEC	
Analysis by:		Name:	Date:
Approved by:	Superintendent	Name: Mavis Averill	Date:
Tools/Equipment Required (Circle or add all that apply): Computer, Copier, Phones, Step Stools, Ladders, Dollies, Carts, Smart Boards, Desk and Chairs, Paper Cutters, Classroom Equipment, Curriculum Specific Equipment (kitchen equipment, wood working equipment, welding equipment, science lab equipment) etc.	Hazard Ranking Formula: Probability X Severity X Frequency = Hazard Rank		
	Probability Rating	Severity Rating	Frequency Rating
	3 – Highly Likely	3 – Fatal/Catastrophic	3 – Daily/Frequent
	2 – Somewhat Likely	2 – Lost time/Major Damage	2 – Monthly/Occasional
	1 - Unlikely	1 – Medical Aid/Minor Damage	1 – Quarterly/Rare

Appendix a) Context – Hazard Assessment - Administration

When reviewing a Hazard Assessment corresponding with your work scope at BSEC, please provide feedback if you notice anything incorrect, missing, or anything that needs rearrangement. Each employee review is an opportunity to improve.

Reviewed by:

Date:

Worksite/School:

Appendix a) Detailed Hazard Assessment - Administration

Hazard Assessment #:	Publication Date:		
Position: Administrators	Department:	Learning Space: Whole school and surroundings, classrooms, common areas	
Job Tasks	Existing/Potential Health and Safety Hazards	Hazard Rank Out of 9	Hazard Controls that should be in place to eliminate or mitigate known hazards.
Provide classroom coaching/mentoring to staff/students, monitoring school focus	<ul style="list-style-type: none"> • Strain/fatigue/physical injury from poor ergonomics, prolonged standing, bending, awkward postures, lifting, exertion • Reactions/allergies during cleaning, maintenance or renovation activities • Exposure to bodily fluids and student medications • Slips/falls from snow, ice, mud, uneven surfaces, loose carpets, cords, stairs, debris etc. • Violence/harassment from students, staff or public • Cuts/contusions from sharp or protruding objects • Electric hazards from cords and electrical equipment 		<ul style="list-style-type: none"> • Stretching, micro-breaks, task and weather appropriate foot wear, work station assessment, regular inspections, step stools and lifting aids or assistance • Appropriate gloves, regular custodial cleaning, appropriate equipment on hand, communication with contractors and facilities for renovations and maintenance • Harassment policy for work/school environment • Use equipment properly, proper storage of sharp implements • Adhere to fire code
Student achievement and assessment evaluation	<ul style="list-style-type: none"> • Eye/neck/shoulder/wrist strain from prolonged desk work, repetitive motions, awkward postures • Encounters with intruders if working alone or in isolated school locations 		<ul style="list-style-type: none"> • Ergonomic resources and work station assessment, alternate job tasks, micro-breaks etc. • Working alone protocol, • Harassment policy for work/school
Coordinate school opening/closing requirements; plan/prepare budgets; manage school assets/resources	<ul style="list-style-type: none"> • Stress from deadlines 		<ul style="list-style-type: none"> • Employee assistance/benefits • Healthy personal habits

Staffing	<ul style="list-style-type: none"> • Stress dealing with staffing issues • Violence/harassment during recruitment, interviewing or performance management 	<ul style="list-style-type: none"> • Debriefing with colleague • Team approach to admin tasks • Harassment policy for work/school
Monitor student conduct/discipline	<ul style="list-style-type: none"> • Violence/harassment during student management • Potential contact with blood/body fluids 	<ul style="list-style-type: none"> • Team approach to conflict management • Mediation process • Appropriate gloves, first aid training, regular custodial cleaning
Meetings, professional development and field trips	<ul style="list-style-type: none"> • Vehicle problems/delays from accidents, weather, breakdowns etc. 	<ul style="list-style-type: none"> • Defensive driving, maintain vehicle communication device, avoid distracted driving, follow laws, check weather
Working at heights on ladders	<ul style="list-style-type: none"> • Falls while decorating, accessing storage, performing minor maintenance tasks etc. 	<ul style="list-style-type: none"> • Follow ladder guidelines, don't over reach, inspect beforehand, get help if needed etc.
Parent/Community liaison	<ul style="list-style-type: none"> • Violence/harassment from students, staff or public 	<ul style="list-style-type: none"> • Team approach to meetings • Harassment policy for work/school
Site safety duties; inspections, investigations, emergency management	<ul style="list-style-type: none"> • Encounters with pests, animals, needles, hazards etc. • Slips/falls from snow, ice etc. • Violence/harassment from students, staff or public 	<ul style="list-style-type: none"> • Stay alert, protect yourself, contact staff for support, clear area if needed • Harassment policy • Task and weather appropriate clothing, good housekeeping
On call to respond to school requests or emergencies	<ul style="list-style-type: none"> • Stress/fatigue from interruptions to personal time • Encounters with intruders 	<ul style="list-style-type: none"> • Working alone protocol • Healthy personal habits • Shared admin responsibilities

Appendix b) Hazard Assessment – Admin. Office

Publication Date:		New		
Position: Admin. Office, Boyle Street Education Centre (BSEC)		Location: BSEC		
Analysis by:		Name:	Date:	
Approved by:	Superintendent	Name: Mavis Averill	Date:	
Tools/Equipment Required (Circle or add all that apply): Computer, Copier, Phones, Step Stools, Desk and Chairs, Paper Cutters, Office Equipment, Laminators etc.		Hazard Ranking Formula: Probability X Severity X Frequency = Hazard Rank		
		Probability Rating	Severity Rating	Frequency Rating
		3 – Highly Likely	3 – Fatal/Catastrophic	3 – Daily/Frequent
		2 – Somewhat Likely	2 – Lost time/Major Damage	2 – Monthly/Occasional
	1 - Unlikely	1 – Medical Aid/Minor Damage	1 – Quarterly/Rare	

Appendix b) Context – Hazard Assessment – Admin. Office

When reviewing a Hazard Assessment corresponding with your work scope at BSEC, please provide feedback if you notice anything incorrect, missing, or anything that needs rearrangement. Each employee review is an opportunity to improve.

Reviewed by:

Date:

Worksite/School:

Appendix b) Detailed Hazard Assessment – Admin. Office

Hazard Assessment #:	Publication Date:		
Position: Admin. Office	Department:	Learning Space: Front desk area, common areas, office area	
Job Tasks	Existing/Potential Health and Safety Hazards	Hazard Rank Out of 9	Hazard Controls that should be in place to eliminate or mitigate known hazards.
Clerical duties and accounting procedures; composing, formatting, typing, maintaining records, filing, sorting etc.	<ul style="list-style-type: none"> • Strain/fatigue/physical injury from poor ergonomics, prolonged standing, sitting, bending, awkward postures, eye strain, lifting, exertion • Cuts/contusions, burns from office equipment • Slips/falls from snow, ice, mud, uneven surfaces, loose carpets, stairs, cords, debris etc. • Electric hazards from cords and electrical equipment • Violence/harassment from students, staff or public • Reactions/allergies during cleaning, maintenance or renovation activities 		<ul style="list-style-type: none"> • Stretching, micro-breaks, task and weather appropriate foot wear, work station ergonomic assessment, regular inspections, assistance when needed • Replace old or unsafe equipment, right tool for the job, regular inspections, PPE such as gloves, First aid procedures and protocols • Maintain clutter free work area, equipment guards • Task and weather appropriate foot wear, weather management, good housekeeping • Adhere to Fire code, approved equipment only, no extension cords used as permanent wiring

Monitor students in office area, hallways, minor First Aid	<ul style="list-style-type: none"> • Violence/harassment from students, staff or public • Potential contact with blood/bodily fluids • Stress/fatigue 	<ul style="list-style-type: none"> • Harassment policy for work/school • Universal precautions • Healthy personal habits, employee benefit assistance, colleague or admin assistance as needed or requested
Front desk attendant duties, receiving public etc.	<ul style="list-style-type: none"> • Violence/harassment from students, staff or public • Stress/fatigue 	<ul style="list-style-type: none"> • Harassment policy for work/school • Healthy personal habits, employee benefit assistance, colleague or admin assistance as needed or requested
Meetings, professional development, addressing building management tasks	<ul style="list-style-type: none"> • Vehicle problems/delays from weather • Stress from addressing concerns from staff, students, public 	<ul style="list-style-type: none"> • Defensive driving, obey traffic laws, car pool • Healthy personal habits and boundaries, • Employee assistance benefit plan, consultations with other staff
Counting cash, making deposits, issuing cheques	<ul style="list-style-type: none"> • Attempted theft while handling money 	<ul style="list-style-type: none"> • Working in pairs, working alone procedures, harassment free work environment policy
Traversing the workspace, entering/exiting the building	<ul style="list-style-type: none"> • Violence, harassment from students, staff or public • Slips, falls from snow, ice, uneven surfaces etc. 	<ul style="list-style-type: none"> • Harassment free work policy, appropriate foot wear, regular maintenance
Handling orders and deliveries of supplies and materials	<ul style="list-style-type: none"> • Strain/fatigue/physical injury from poor ergonomics, lifting, exertion • Cuts/contusions from work surfaces, equipment and materials 	<ul style="list-style-type: none"> • Stretching, micro-breaks, task and weather appropriate foot wear,

			ergonomic resources, staff assistance as needed, First aid training
Set up and tear down of meetings, functions, food prep, disposal of garbage and recycling etc.	<ul style="list-style-type: none"> • As listed above 		As listed above
Working alone in school outside of normal operational hours	<ul style="list-style-type: none"> • Encounters with intruders or violent situation 		Working alone protocols
Management of Alberta Education report requirements	<ul style="list-style-type: none"> • Working with other staff to address issues and concerns • Stress from ensuring correct data is being reported • Computer strain • Stress from deadlines etc. 		Admin assistance to resolve personnel issues, ergonomic assessment, healthy personal habits and boundaries, use of benefit plan for supports, debriefing with appropriate staff

Appendix c) Hazard Assessment – Teacher/Educational Assistant

Publication Date:		New	
Position: Teacher/ Educational Assistant, Boyle Street Education Centre (BSEC)		Location: BSEC	
Analysis by:	Teachers and Educational Assistants	Name:	Date:
Approved by:	Superintendent	Name: Mavis Averill	Date:
Tools/Equipment Required (Circle or add all that apply): Computer, Copier, Phones, Step Stools, Ladders, Dollies, Carts, Smart Boards, Desk and Chairs, Paper Cutters, Classroom Equipment, Curriculum Specific Equipment (kitchen equipment, wood working equipment, welding equipment, science lab equipment) etc.	Hazard Ranking Formula: Probability X Severity X Frequency = Hazard Rank		
	Probability Rating	Severity Rating	Frequency Rating
	3 – Highly Likely	3 – Fatal/Catastrophic	3 – Daily/Frequent
	2 – Somewhat Likely	2 – Lost time/Major Damage	2 – Monthly/Occasional
1 - Unlikely	1 – Medical Aid/Minor Damage	1 – Quarterly/Rare	

Appendix c) Context – Hazard Assessment - Teacher/Educational Assistant

When reviewing a Hazard Assessment corresponding with your work scope at BSEC, please provide feedback if you notice anything incorrect, missing, or anything that needs rearrangement. Each employee review is an opportunity to improve.

Reviewed by:	Date:	Worksite/School:

Appendix c) Detailed Hazard Assessment - Teacher/Educational Assistant

Hazard Assessment #:	Publication Date:		
Position: Teacher/ Educational Assistant	Department:	Learning Space: Classroom name, location in school, etc.	
Job Tasks (All teachers and EA staff)	Existing/Potential Health and Safety Hazards	Hazard Rank Out of 9	Hazard Controls that should be in place to eliminate or mitigate known hazards.
Administrative /clerical tasks; student achievement and assessment evaluation, project prep, research, marking, IPP management etc.	<ul style="list-style-type: none"> • Eye/neck/shoulder/arm/wrist strain from prolonged sitting, repetitive motions, computer use, awkward postures, poorly positioned furniture/workstations • Encounters with intruders if working alone or in isolated school locations • Stress/fatigue from interruptions to personal time, deadlines etc. 		<ul style="list-style-type: none"> • Ergonomic resources of work station, micro breaks, regularly alternate standing/seated positions. Alternate job tasks • Working alone guidelines, harassment policy • Time management strategies, employee assistance and support
First aid treatment, bodily fluid clean up	<ul style="list-style-type: none"> • Potential contact with blood/body fluids 		<ul style="list-style-type: none"> • Universal precautions, • First Aid kits, appropriate gloves, • First aid training, regular custodial cleaning
Working at heights on ladders	<ul style="list-style-type: none"> • Falls while decorating, accessing storage, performing minor maintenance tasks etc. 		<ul style="list-style-type: none"> • Follow ladder guidelines, three points of contact when climbing, don't overreach inspect beforehand, don't use alone, get help if needed
Community gatherings/parent teacher meetings	<ul style="list-style-type: none"> • Violence/harassment from parents/students or public 		<ul style="list-style-type: none"> • Harassment free work environment, harassment policy

<p>Inclusive education support; work towards IPP goals, assisting medically/emotionally fragile students with learning and personal hygiene</p>	<ul style="list-style-type: none"> • Aggressive or violent student behavior • Potential contact with blood/body fluids, sharps, needles • Neck/shoulder/arm/back strain from awkward positions, behavior management techniques and interventions 		<p>Harassment free work environment Debriefing with co-workers and administration Student services supports, IPP and behavior management plans Ergonomic resources</p>
<p>Meetings, professional development and field trips</p>	<ul style="list-style-type: none"> • Vehicle problems, delays from accidents, weather, breakdowns 		<p>Defensive driving, follow all laws, check weather and plan accordingly, regular vehicle inspections</p>
<p>Traversing the workspace, entering/exiting the building, student outdoor supervision</p>	<ul style="list-style-type: none"> • Violence/harassment from public, students, student guardians, student visitors • Slips/falls from snow, ice, mud, uneven surfaces, loose carpets, cords, debris etc. • Electric hazards from cords and electrical equipment 		<p>Harassment free work environment/policy, phone contact with admin, appropriate footwear, regular inspections, step stools available, good housekeeping, stair railings</p>
<p>Working alone in school outside of normal operational hours</p>	<ul style="list-style-type: none"> • Encounters with intruders or violent situation 		<p>Follow working alone protocol, cell phone, contact with Admin or building management</p>
<p>Delivering lesson plans</p> <p>Physical education facilitation, demonstration and participation in athletics, indoor and outdoor, set up and take down of equipment</p>	<ul style="list-style-type: none"> • Strain/fatigue/physical injury from poor ergonomics, prolonged standing, bending, awkward postures, lifting, exertion, managing student behavior in an emergency • Reactions/allergies during cleaning, maintenance activities • Violence or harassment from students or public • Voice loss from repetitive use • Slip and falls • Strain/fatigue/physical injury from poor ergonomics, prolonged standing, bending, awkward postures, lifting, exertion, physical activity 		<p>Stretching, micro breaks, ergonomic work station assessment, regular inspections, regular custodial cleaning Use equipment properly Adhere to fire code Harassment policy Alternate tasks as needed Stretching beforehand, micro-breaks, task and weather appropriate clothing and footwear, carts and assistance when needed, student help for set up, carrying</p>

	<ul style="list-style-type: none"> • Slips, falls from snow, ice etc. • Violence/harassment from students/public etc. • Voice loss from frequent use • Cuts/contusions from sharp or protruding objects • Noise exposure • Falling objects, hoops, light fixtures etc. • Encounters with pests, animals, hazards etc. • Weather hazards, lightning, heat, sunlight • Encounters with intruders in emergent violent situation • Vehicle problems/delays from accidents, weather etc. 		<p>and tear down of equipment</p> <p>Stay alert and be aware of your surroundings</p> <p>Appropriate and regular maintenance of equipment</p> <p>Admin or other staff assistance as needed</p>
Music facilitation: use and demonstration of instruments, equipment set up etc.	<ul style="list-style-type: none"> • Noise exposure • Exposure to bodily fluids and contamination on shared instruments 		<p>Control noise when possible, plan lessons to minimize stressing your voice, hearing protection if necessary</p> <p>Regular sanitation of shared items, individualized equipment where appropriate</p>
Science class facilitation indoor and outdoor; prep for labs and demonstrations, handling related equipment and chemical inventory/waste	<ul style="list-style-type: none"> • Reactions/allergies during decanting, cleaning of chemicals • Cuts/contusions/burns from sharp, hot or protruding objects and reactive chemicals • Falling objects from chemicals and tall storage • Fire and explosion from gas, hot plates, flammable and reactive chemicals 		<p>Use equipment properly, regular inspections, safe handling of hot plates and Bunsen burners, follow guidelines when using chemicals and hazardous products, adequate supervision of student tasks</p> <p>Secure chemical storage, follow fire code</p> <p>Fume hood use, lab best practices, lab risk assessments</p>
Art class facilitation; prep of projects and materials, demonstration and instruction	<ul style="list-style-type: none"> • Reactions/allergies during art activities 		<p>Safety guidelines, appropriate gloves, regular custodial cleaning, appropriate</p>

	<ul style="list-style-type: none"> • Fire and explosion from combustibles, paints and other flammables 		and approved use of proper equipment, safe and proper storage of flammable products, safe handling of wood burners
Foods class facilitation; maintaining food inventory, demonstration and student supervision of cooking and cleaning activities	<ul style="list-style-type: none"> • Reactions/allergies during food handling, cleaning and maintenance of equipment • Fire, smoke, fumes from oils and other flammables • Cuts/contusions/burns from sharp, hot or protruding objects • Molds, body fluids 		<p>Be aware of allergens, appropriate and supervised use of tools and equipment, work area inspections, food services inspections, regular custodial cleaning, First Aid training, store sharps appropriately, oven mitts, safe handling of hot objects, Admin assistance as needed</p>
CTS Shops program delivery (construction, design studies, welding etc.) including materials inventory management, minor equipment preventative maintenance etc.	<ul style="list-style-type: none"> • Reactions/allergies during fabrication activities, cleaning and maintenance of tools and equipment (hazardous products, dusts) • Electric hazards from cords and electrical equipment • Cuts/contusions/burns from sharp, hot or protruding objects and equipment or related issues • Fire/explosions from combustibles, paints or other flammables • Entanglement from rotating equipment • Compressed gases • Noise • Chemical- stains, welding rods • Arc/welding flash • Falling objects, tall objects 		<p>PPE as required, air exchange and mechanical dilution, regular custodial cleaning, appropriate and supervised use of equipment, proper ventilation</p> <p>Right tool for the job, regular inspections of equipment and tools</p> <p>Equipment guards, equipment operator training, safe and proper storage of hazardous materials</p>
CTS Work experience program (custodial work)	<ul style="list-style-type: none"> • Reactions/allergies to cleaning materials • Slips and falls due to slippery floors/tripping over rugs etc. • Electric hazards from cords and electrical equipment 		<p>PPE equipment as necessary, supervised and appropriate use of tools and equipment, regular inspection and maintenance of</p>

	<ul style="list-style-type: none"> • Toxic gas by-products (bleach and ammonia) • Violence/harassment from students or visitors • Improper and prolonged use of equipment. • Removing waste, waste products, potential blood and human waste. 	<p>equipment, signs placed for student awareness of slippery surfaces etc.</p> <p>First aid training, WHMIS training, Harassment free work environment</p>
<p>CTS Cosmetology</p>	<ul style="list-style-type: none"> • Improper and prolonged use of equipment. • Use of chemical products including colours, ammonia-thioglycolate, glyceryl monothioglycolate, sodium hydroxide, hydrogen peroxide, and cleaning supplies. • Burns including chemical burns, slips, falls, tripping, and cuts. Working with hot waxes, sharp implements, hot hair tools, and slipping and falling on wet floors, or hair-laden floors. Toxic gas by-products (bleach and ammonia). Aerosol sprays • Blood borne diseases due to cuts, abrasions, and other potential unwanted contact with infected skin. Parasite and infectious hair and scalp diseases. Toxic gas by-products (bleach and ammonia). • Time management and the ability to complete clients in a given period. 	<p>Instruction in correct handling of equipment. Instruction in following Material Safety Data Sheets (MSDS) posted and manufactures' directions. Safety and Sanitation training, and correct disposal procedures of contaminated materials.</p> <p>First Aid training and First aid Kits, Eye Washing Station, and WHMIS training. Use of Personal Protective Equipment (PPE) for clients and students.</p>

Appendix d) Hazard Assessment – Student Services

Publication Date:		New	
Position: Teacher, Boyle Street Education Centre (BSEC)		Location: BSEC	
Analysis by:	Student Services	Name:	Date:
Approved by:	Superintendent	Name: Mavis Averill	Date:
Tools/Equipment Required (Circle or add all that apply): Computer, Copier, Phones, Step Stools, Ladders, Dollies, Carts, Smart Boards, Desk and Chairs, Paper Cutters, Classroom Equipment, Curriculum Specific Equipment (kitchen equipment, wood working equipment, welding equipment, science lab equipment) etc.		Hazard Ranking Formula: Probability X Severity X Frequency = Hazard Rank	
		Probability Rating	Severity Rating
		Frequency Rating	
		3 – Highly Likely	3 – Fatal/Catastrophic
2 – Somewhat Likely	2 – Lost time/Major Damage	2 – Monthly/Occasional	
1 - Unlikely	1 – Medical Aid/Minor Damage	1 – Quarterly/Rare	

Appendix D) Context – Hazard Assessment – Student Services

When reviewing a Hazard Assessment corresponding with your work scope at BSEC, please provide feedback if you notice anything incorrect, missing, or anything that needs rearrangement. Each employee review is an opportunity to improve.

Reviewed by:

Date:

Worksite/School:

Appendix D) Detailed Hazard Assessment – Student Services

Hazard Assessment #:	Publication Date:		
Position: Student Services	Department: Student Services	Learning Space: Individual office, classrooms, common areas, off-site visits.	
Job Tasks	Existing/Potential Health and Safety Hazards	Hazard Rank Out of 9	Hazard Controls that should be in place to eliminate or mitigate known hazards.
Administrative/clerical tasks; keeping records, recording notes, project prep, research	<ul style="list-style-type: none"> • Eye/neck/shoulder/arm/wrist strain from prolonged sitting, repetitive motions, computer use, awkward postures, and poorly positioned furniture/workstations. • Stress/fatigue from interruptions to personal time, deadlines, etc. 	4	<ul style="list-style-type: none"> • Ergonomic resources for workstation, micro breaks, regularly alternate standing/seated positions. • Alternate job tasks. • Time management strategies, employee assistance and support.
Inclusive education support; work towards IPP goals, assessment of and assistance for medically/emotionally vulnerable students with learning and personal issues	<ul style="list-style-type: none"> • Aggressive or violent student behavior. • Potential contact with blood/bodily fluids, and sharp objects. • Neck/shoulder/arm/back strain from awkward positions taken during behavior management and/or interventions. • Emotional and psychological stress due to vicarious trauma. • Working alone one on one with students – potential behavior and/or allegation concerns. 	7	<ul style="list-style-type: none"> • Harassment-free work environment in policies. • Debriefing with co-workers and administration. • Encourage staff self-care plans. • Reference IPP and behavior management plans. • Institute procedures for working alone with students.
First aid treatment, bodily fluid clean up	<ul style="list-style-type: none"> • Potential contact with blood/bodily fluids 	4	<ul style="list-style-type: none"> • Utilize universal first aid precautions: first aid kits, appropriate gloves, First aid training, and regular custodial cleaning.

Working at heights on ladders	<ul style="list-style-type: none"> • Falls while decorating, accessing storage, performing minor maintenance tasks etc. 	2	<p>Follow ladder guidelines: three points of contact when climbing, do not overreach, inspect beforehand, do not use alone, and get help if needed.</p>
Community gatherings/meeting with guardians	<ul style="list-style-type: none"> • Violence/harassment from parents/students or public 	3	<p>Harassment-free work environment, harassment policy.</p>
Working alone in school outside of normal operational hours	<ul style="list-style-type: none"> • Encounters with intruders or violent situation 	7	<p>Follow working alone protocols, have a cell phone; have constant contact with Admin or building management.</p>
Meetings, professional development, accompanying students to appointments and field trips	<ul style="list-style-type: none"> • Vehicle problems, delays from accidents, weather, breakdowns • Violence/harassment from students, parents or public 	7	<p>Exercise stringent driving protocols when students present; check weather and plan accordingly; conduct regular vehicle inspections.</p> <p>Harassment-free work environment, harassment policy.</p> <p>Risk assessments.</p>
Traversing the workspace, entering/exiting the building, student outdoor supervision	<ul style="list-style-type: none"> • Violence/harassment from public, students, student guardians, student visitors • Slips/falls on snow, ice, mud, uneven surfaces, loose carpets, cords, debris, etc. • Electric hazards from cords and electrical equipment 	6	<p>Harassment-free work environment, harassment policy, phone contact with admin.</p> <p>Encourage wearing of appropriate footwear, stair railings.</p> <p>Conduct regular inspections of all electrical equipment and cords.</p>

Appendix e) Hazard Assessment – Custodian

Publication Date:		New	
Position: Custodian (BSEC)		Location: BSEC	
Analysis by:		Name:	Date:
Approved by:	Superintendent	Name: Mavis Averill	Date:
Tools/Equipment Required (Circle or add all that apply): Computer, Copier, Phones, Step Stools, Ladders, Dollies, Carts, Smart Boards, Desk and Chairs, Paper Cutters, Classroom Equipment, Cleaning Equipment, Snow Removal Equipment etc.	Hazard Ranking Formula: Probability X Severity X Frequency = Hazard Rank		
	Probability Rating	Severity Rating	Frequency Rating
	3 – Highly Likely	3 – Fatal/Catastrophic	3 – Daily/Frequent
	2 – Somewhat Likely	2 – Lost time/Major Damage	2 – Monthly/Occasional
	1 - Unlikely	1 – Medical Aid/Minor Damage	1 – Quarterly/Rare

Appendix e) Context – Hazard Assessment - Custodian

When reviewing a Hazard Assessment corresponding with your work scope at BSEC, please provide feedback if you notice anything incorrect, missing, or anything that needs rearrangement. Each employee review is an opportunity to improve.

Reviewed by:

Date:

Worksite/School:

Appendix e) Detailed Hazard Assessment - Custodian

Hazard Assessment #:	Publication Date:		
Position: Custodian	Department: BSEC	Learning Space: Individual office, classrooms, common areas, off-site visits.	
Job Tasks	Existing/Potential Health and Safety Hazards	Hazard Rank Out of 9	Hazard Controls that should be in place to eliminate or mitigate known hazards.
Administrative/clerical tasks; keeping records, recording notes, project prep, research	<ul style="list-style-type: none"> • Eye/neck/shoulder/arm/wrist strain from prolonged sitting, repetitive motions, computer use, awkward postures, and poorly positioned furniture/workstations. • Stress/fatigue from interruptions to personal time, deadlines, etc. 	4	<ul style="list-style-type: none"> • Ergonomic resources for workstation, micro breaks, regularly alternate standing/seated positions. • Alternate job tasks. • Time management strategies, employee assistance & support.
Inclusive education support; work towards IPP goals, assessment of and assistance for medically/emotionally vulnerable students with learning and personal issues	<ul style="list-style-type: none"> • Aggressive or violent student behavior. • Potential contact with blood/bodily fluids, and sharp objects. • Neck/shoulder/arm/back strain from awkward positions taken during behavior management and/or interventions. • Emotional and psychological stress due to vicarious trauma. • Working alone one on one with students – potential behavior and/or allegation concerns. 	7	<ul style="list-style-type: none"> • Harassment-free work environment in policies. • Debriefing with co-workers and administration. • Encourage staff self-care plans. • Reference IPP and behavior management plans. • Institute procedures for working alone with students.
First aid treatment, bodily fluid clean up	<ul style="list-style-type: none"> • Potential contact with blood/bodily fluids 	4	<ul style="list-style-type: none"> • Utilize universal first aid precautions: first aid kits, appropriate gloves, First aid training, and regular custodial cleaning.
Working at heights on ladders	<ul style="list-style-type: none"> • Falls while decorating, accessing storage, performing minor maintenance tasks etc. 	2	<ul style="list-style-type: none"> • Follow ladder guidelines: three points of contact

			when climbing, do not overreach, inspect beforehand, do not use alone, and get help if needed.
Community gatherings/meeting with guardians	<ul style="list-style-type: none"> • Violence/harassment from parents/students or public 	3	Harassment-free work environment, harassment policy.
Working alone in school outside of normal operational hours	<ul style="list-style-type: none"> • Encounters with intruders or violent situation 	7	Follow working alone protocols, have a cell phone; have constant contact with Admin or building management.
Meetings, professional development, accompanying students to appointments and field trips	<ul style="list-style-type: none"> • Vehicle problems, delays from accidents, weather, breakdowns • Violence/harassment from students, parents or public 	7	Exercise stringent driving protocols when students present; check weather and plan accordingly; conduct regular vehicle inspections. Harassment-free work environment, harassment policy. Risk assessments.
Traversing the workspace, entering/exiting the building, student outdoor supervision	<ul style="list-style-type: none"> • Violence/harassment from public, students, student guardians, student visitors • Slips/falls on snow, ice, mud, uneven surfaces, loose carpets, cords, debris, etc. • Electric hazards from cords and electrical equipment 	6	Harassment-free work environment, harassment policy, phone contact with admin. Encourage wearing of appropriate footwear, stair railings. Conduct regular inspections of all electrical equipment and cords.

Rules, Guidelines, and Procedures



a handbook for
Boyle Street Education Centre
Staff, Students and Contractors

CONTENTS

- 1 Organizational Safety Rules
- 2 Regulations/Key Legislation Requirements
- 3 Working Alone Procedures
 - BSEC Flow Chart
 - Home Visits/Off Site Appointments
 - Off Campus Site Visits – WE/RAP
 - Working Alone outside of normal school hours
 - General Dos and Don'ts
 - Risk Rating
- 4 Intruder Alarm Call-Out
- 5 Field trip procedures
- 6 Ergonomics
- 7 Classroom Specific Guidelines
- 8 WHMIS
- 9 Preventive Maintenance Protocol
- 10 Competency
- 11 Isolation of hazardous Energy

An organizational culture that supports safety is essential for the prevention of injuries and illness. Management systems and programs can provide an effective safety framework; however, it ultimately is the worker's perception of the value of safety to himself and the importance of safety to the organization that governs safety performance.

Simply put, for true performance, you need both the underlying systems and an organizational culture that supports them. This is often called "safety culture". Safety culture is the way we do things at Boyle Street Education Centre and it also reflects how we collectively value safety.

It is the policy of Boyle Street Education Centre to insist that all subcontractors, our employees, our students and our visitors, understand and strictly adhere to the provisions of the Occupational Health and Safety Act and all applicable regulations.

Acknowledgements

This handbook was developed with input from: Battle River School Division OHS Handbook, Work SAFE Alberta, Alberta Government, and Alberta Education.

Organizational Safety Rules

General Safety Rules are written to comply with regulatory requirements. BSEC Safety Rules shall meet or exceed legislated standards that apply to our work.

General Organizational Safety Rules

- Wear all Personal Protective Equipment when required.
- Wear appropriate clothing, attire, footwear for anticipated work tasks.
- Report to your supervisor any unsafe acts, unsafe conditions and near misses.
- Report all injury or damage incidents immediately.
- Perform all work in accordance with safe work practices, procedures, and your supervisors' direction.
- Maintain good housekeeping in your work areas and place garbage and waste materials in appropriate containers.
- Obey the law and all site rules when operating any vehicle or equipment.
- Consuming, being under the influence of, or being in possession of alcohol or illegal drugs on company premises, or on any company job site is prohibited.
- Notify your supervisor if you are taking prescription drugs that can cause drowsiness if you operate equipment as part of your normal duties.
- Smoke only in designated areas.
- Fighting, horseplay, and practical jokes that could endanger anyone are prohibited.
- No person shall ride any hook, hoist, or other material handling equipment, which is strictly for handling material and not specifically designed to carry riders.
- Theft, vandalism or any other abuse or misuse of company property is prohibited.
- Hand tools are not used for any purpose other than that intended. Only those tools that are in good repair, with all guards and safety devices in place shall be used.

Regulation

- Ensure that your school has adequate numbers of staff with first aid training. Staff shall follow guidelines (universal precautions) for Blood Borne Pathogens when dealing with blood and body fluids associated with student injuries (see Occupational Health and Safety Guideline - Blood Borne Diseases).
- Where, in the judgment of an employee or agent of the Board, it is necessary for a student to obtain the services of a medical practitioner/medical facility, the employee or agent of the Board shall attempt to contact the parent or legal guardian immediately, if time permits, or, as soon as possible after medical assistance is provided.
- If a student has suffered a serious injury, an ambulance should be summoned immediately. An employee must accompany or follow the ambulance.
- If an ambulance is not required and if the parent or legal guardian cannot be immediately contacted, the employee or agent of the Board shall:
 - Arrange for the transportation of the student to a medical facility.

- Attend or arrange for another employee's attendance with the student at the medical facility.
- Remain with the student until:
 - relieved by the parent or legal guardian; or
 - relieved by another employee; or
 - the student is discharged by the practitioner or medical facility, and you return student to school; or
 - advised by a medical practitioner that there is no further need to remain as the treatment and safety of the child have been undertaken by the medical facility or institution.
- Advise the principal or the designate of the situation and action taken so they can continue to try to contact the parent and provide accurate information.
- Blows to the head or abdominal area may not result in readily observable injury; however, such blows should always be treated as potentially serious. Students who have received such blows should be kept under continuous careful observation until medical attention is obtained for the student. The parent or legal guardian is to be advised of the situation and of action taken.
- Ill or injured students should not be left without supervision. Students who become ill during the school day should be returned, as soon as possible, to the care of a parent or legal guardian, or responsible adult designated by the parent or legal guardian. If Section 2 applies and if the parent or legal guardian cannot be contacted, the child should be referred for medical attention (see Section 4 of this regulation).
- The response to specific conditions such as diabetes or the administration of medicine should be handled in accordance with instructions from parents/guardians and in accordance with doctor's directions.
- The principal shall require every employee, agent or volunteer involved in obtaining medical services for a student to describe in detail in the Critical Incident Report the circumstances of any incident requiring the provision of medical services, paying careful attention to time(s) and observation of the student.

If the injury or illness occurred in a "work-place type setting", e.g., career technology studies (CTS) or as a result of activities related to work experience programs or the Registered Apprenticeship Program (RAP), then the injury may be reportable under Section 18 of the *Occupational Health and Safety Act*. Injuries or illnesses of this nature should be reported to the principal or designate, who will advise on any additional reporting requirements.

The district maintains liability insurance that provides coverage for employees, agents or volunteers who are acting within the scope of their duties.

Purposes of Occupational Health and Safety Act

- the promotion and maintenance of the highest degree of physical, psychological, and social well-being of workers,
- to prevent work site incidents, injuries, illnesses, and diseases,
- the protection of workers from factors and conditions adverse to their health and safety,
- to ensure that all workers have
 - the right to be informed of work site hazards and the means to eliminate or control those hazards,
 - the right to meaningful participation in health and safety activities pertaining to their work and work site, including the ability to express health and safety concerns,
 - the right to refuse dangerous work, and
 - the ability to work without being subject to discriminatory action for exercising a right or fulfilling a duty imposed by this Act, the regulations or the OHS code.

What does “reasonably practicable” mean?

Reasonably practicable is a term used in the *Occupational Health and Safety (OHS) Act*. It is the legislative “general duty” clause that employers must take care of their workers health and safety. Workers, suppliers, prime contractors, and contractors have a role in OHS.

Employers

Employers are required to, as far as it is reasonably practicable for the employer to do so, ensure the health and safety of workers engaged in the work of that employer and all other workers present at the work site. *Alberta Occupational Health and Safety Act, Section 2(1) Revised Statutes of Alberta 2000.*

Workers

Workers are also required to, while engaged in an occupation, take reasonable care to protect the health and safety of the worker and of other workers present while the worker is working. *Alberta Occupational Health and Safety Act, Section 2(2) Revised Statutes of Alberta 2000.*

Suppliers

Suppliers, even if not present on the work site, also play a role as they shall ensure, as far as it is reasonably practicable for the supplier to do so, that any tool, appliance or equipment that the supplier supplies is in safe operating condition; and that any tool, appliance, equipment, designated substance or hazardous material supplied complies with the legislation.

Alberta Occupational Health and Safety Act, Section 2(3) and Section 2(4) Revised Statutes of Alberta 2000.

Contractors

Contractors that direct work activities of an employer involved in work at a work site shall ensure, as far as it is reasonably practicable to do so, that the employer complies with the OHS Act and the regulations.

Alberta Occupational Health and Safety Act, Section 2(5) Revised Statutes of Alberta 2000.

Unexpected Circumstances

Being reasonably practicable includes following the obligations in the OHS legislation that apply. In some cases, one may have to go a step further if it is “reasonably practicable” to do so, such as in an unexpected condition not normal to the work site with hazards that are usually not present.

Due Diligence

Although sometimes used interchangeably, due diligence is different than acting reasonably practicable.

Due diligence is a legal defence that can be used after an incident has already happened. These defences operate separate from “reasonably practicable” in law and occur when one contravenes a section of the legislation but took reasonable efforts to try to comply.

Key Legislation Requirements: Obligations of work

Obligations of employers (*Occupational Health and Safety Act -Part 1 #3*)

- ❖ Every employer shall ensure, as far as it is reasonably practicable for the employer to do so,
 - the health and safety and welfare of
 - workers engaged in the work of that employer,
 - those workers not engaged in the work of that employer but present at the work site at which that work is being carried out, and
 - other persons at or in the vicinity of the work site who may be affected by hazards originating from the work site,
 - that the employer's workers are aware of their rights and duties under this Act, the regulations and the OHS code and of any health and safety issues arising from the work being conducted at the work site,
 - that none of the employer's workers are subjected to or participate in harassment or violence at the work site,
 - that the employer's workers are supervised by a person who
 - is competent, and
 - is familiar with this Act, the regulations and the OHS code that apply to the work performed at the work site,
 - that the employer consults and cooperates with the joint work site health and safety committee or the health and safety representative, as applicable, to exchange information on health and safety matters and to resolve health and safety concerns,
 - that health and safety concerns raised by workers, supervisors, self-employed persons and the joint work site health and safety committee or health and safety representative are resolved in a timely manner, and
 - that on a work site where a prime contractor is required, the prime contractor is advised of the names of all of the supervisors of the workers.
- ❖ Every employer shall ensure that workers are adequately trained in all matters necessary to protect their health and safety, including before the worker
 - begins performing a work activity,
 - performs a new work activity,
 - uses new equipment or performs new processes, or
 - is moved to another area or work site.
- ❖ Every employer shall cooperate with any person exercising a duty imposed by this Act, the regulations and the OHS code.
- ❖ Every employer shall comply with this Act, the regulations and the OHS code.

Obligations of the workers (*Occupational Health and Safety Act -Part 1 #5*)

- ❖ Every worker shall, while engaged in an occupation,
 - take reasonable care to protect the health and safety of the worker and of other persons at or in the vicinity of the work site while the worker is working,
 - cooperate with the worker's supervisor or employer or any other person for the purposes of protecting the health and safety of
 - the worker,
 - other workers engaged in the work of the employer,
 - and other workers not engaged in the work of that employer but present at the work site at which that work is being carried out,
 - at all at all times, when the nature of the work requires, use all devices, and wear all personal protective equipment designated and provided for the worker's protection by the worker's employer or required to be used when worn by the worker by this Act, the regulations or the OHS code,
 - refrain from causing or participating in harassment or violence,
 - report to the employer or supervisor a concern about an unsafe or harmful work site act that occurs or has occurred or an unsafe or harmful work site condition that exists or has existed,
 - cooperate with any person exercising a duty imposed by this Act, the regulations and the OHS code, and
 - comply with this Act, the regulations and the OHS code.

Obligations of the suppliers (*Occupational Health and Safety Act -Part 1 #6*)

- ❖ Every supplier shall,
 - as far as it is reasonably practicable for the supplier to do so, ensure that any equipment that the supplier supplies is in safe operating condition,
 - as far as it is reasonably practicable for the supplier to do so, ensure that any harmful substance or explosive the supplier supplies is safe to use, when used in accordance with the manufacturer's specifications,
 - as far as it is reasonably practicable for the supplier to do so, if the supplier has responsibility under an agreement to maintain equipment, ensure that the equipment is maintained in a safe condition, in accordance with the manufacturer's specifications, if any, and in compliance with this Act, the regulations and the OHS code,
 - as far as it is reasonably practicable for the supplier to do so, provide a notice to all of the employers supplied by the supplier with equipment, or to the purchasers or lessees of the equipment, when the supplier becomes aware or ought reasonably to be aware that the equipment that was supplied or is about to be supplied does not comply with a standard prescribed under the regulations or the OHS code,

- as far as it is reasonably practicable for the supplier to do so, provide a notice to all of the employers supplied by the supplier with a harmful substance or explosive when the supplier becomes aware or ought reasonably to be aware that the harmful substance or explosive that was supplied or is about to be supplied does not comply with a standard prescribed under the regulations or the OHS code,
 - cooperate with any person exercising a duty imposed by this Act, the regulations and the OHS code, and
 - comply with this Act, the regulations and the OHS code.
- ❖ Subject to subsections above, every supplier shall ensure that any equipment, harmful substance or explosive that the supplier supplies complies with this Act, the regulations and the OHS code.

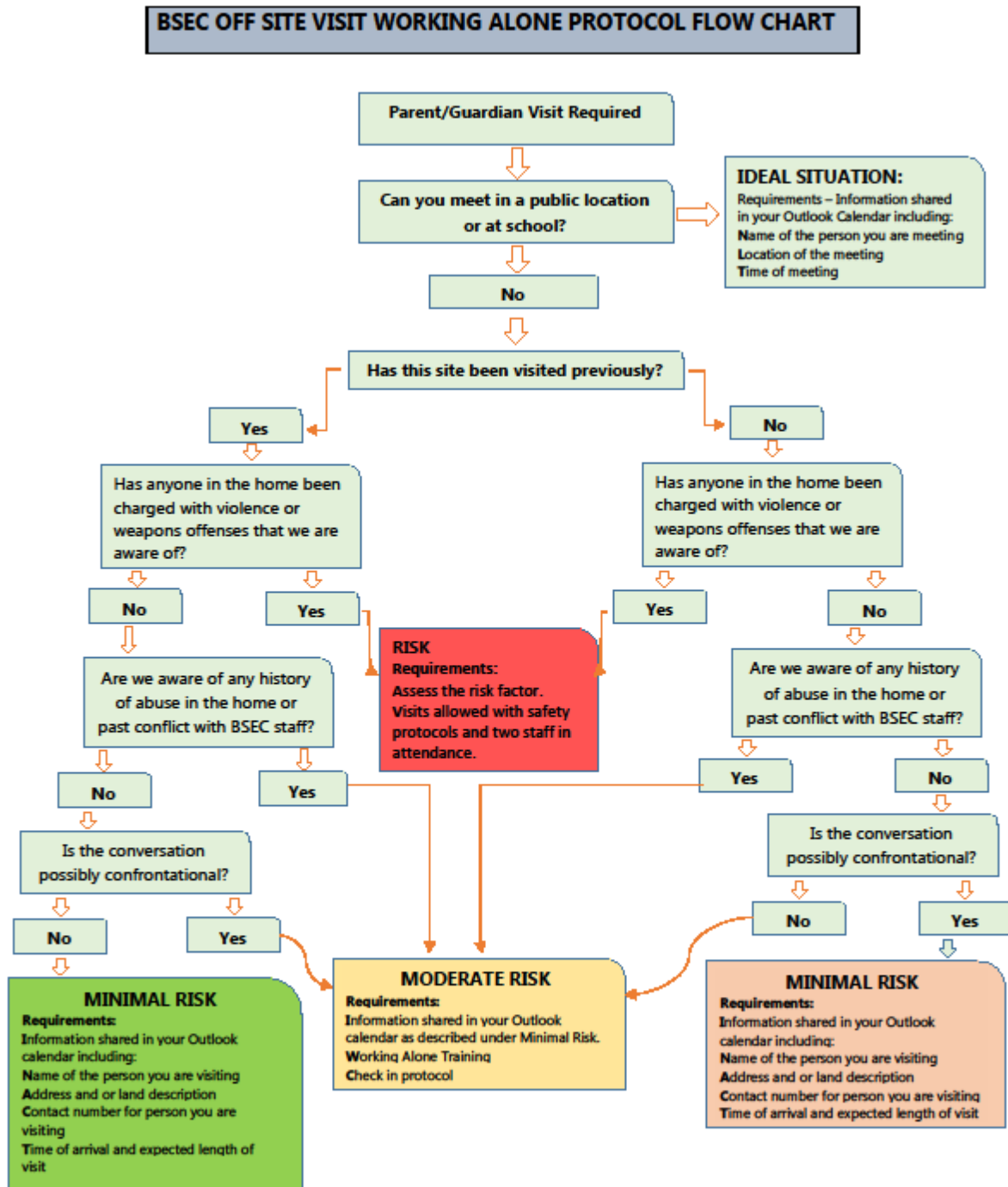
Obligations of the service providers (*Occupational Health and Safety Act -Part 1 #7*)

- ❖ Every service provider shall ensure, as far as it is reasonably practicable for the service provider to do so, that any service provided to a person to meet an obligation in the Act, the regulations or the OHS code will enable the person to comply with this Act, the regulations and the OHS code.
- ❖ Every service provider shall –
- ensure that all services provided in respect of a work site comply with the Act, the regulations and the OHS code,
 - ensure that services provided to a person to meet an obligation in the Act, the regulations or the OHS code are completed by workers who are competent to provide those services,
 - ensure that, as far as it is reasonably practicable for the service provider to do so, no person at or near a work site is endangered as a result of the service provider's activity,
 - cooperate with any person exercising a duty imposed by this Act, the regulations and the OHS code, and
 - comply with this Act, the regulations and the OHS code.

Multiple obligations (*Occupational Health and Safety Act -Part 1 #13*)

- ❖ In this section, “function” means the function of prime contractor, owner, contractor, employer, supervisor, service provider, supplier, worker, self-employed person, or temporary staffing agency.
- ❖ If a person has 2 or more functions under this Act in respect of one work site, the person shall meet the obligations of each function.
- ❖ If one or more provisions in this Act, the regulations or the OHS code imposes the same duty on more than one person and one of the persons subject to that duty complies with the applicable provision, the other persons subject to that duty are relieved of their duty only during the time when –
 - simultaneous compliance of that duty by more than one person would result in unnecessary duplication of effort and expense, and
 - the health and safety of any person at the work site is not put at risk by compliance with that duty by only one person.

BSEC OFF-SITE VISIT WORKING ALONE PROTOCOL FLOW CHART



BSEC Working Alone Procedure: Home Visits/Off Site Appointments/Non-Public Meetings

The following is a protocol to be followed to ensure the safety of BSEC Staff members who may be working alone while meeting with a student's guardian or family at their home or a neutral site without the presence of the public. Due to the fact that staff may be working alone in these environments, which is inherently dangerous, adequate measures must be taken to minimize the risk related to these visits.

Attempts should be made to avoid off-site home visits, when possible, by meeting with parents/guardians on school or BSEC property during regular hours, at a public location such as coffee shops or restaurants. Home visits assessed as having minimal risk could be conducted with just one staff member. Home visits assessed as moderate or higher, should include two staff members at all times. On the rare occasion that this is not possible and when the home site has been assessed as having moderate risk, the following protocol should be followed.

DEFINITIONS

Working Alone Visit: A visit by a BSEC staff member to the home of a student or student's parent/guardian or neutral site where the public is not present. For example a parent's work office or place of business after hours when no one else is at the office.

Check-in Process: A process by which a staff member, who is working alone while engaging in an offsite visit with a risk rating of 1 or 2, is tracked by front desk staff to ensure their whereabouts are known and wellbeing is ensured. This is accomplished by calling before the visit and after within a set length of time.

Principal:

The Principal will act as a point of contact for specific staff members working alone check-ins.

General Steps

Step 1

Any time you are planning a visit offsite, you must input the details into your Outlook Calendar and ensure it is shared with the Principal. The following information is required at a minimum:

- Name of person(s) being visited
- Address or land description of site being visited
- Contact number for person being visited
- Your cell number

Visit to Bill and Shannon Smith's Home - Working Alone			
Date	Time		Remarks
Monday, March 18, 2019	From	To	
	1100 am	1145 am	
Description Bill and Shannon Smith - 780-672-4000 Worker Jane Doe - cell - 587-322-0045			

Step 2 Evaluate the risk of **each** 'working alone visit' using the BSEC guideline.

Step 3 Follow the requirements listed in this procedure for the corresponding risk level that you have identified in your assessment.

BSEC Working Alone Procedure: Working Outside Normal Operating Hours

This protocol is to be followed to ensure the safety of BSEC staff members who are working alone at BSEC outside of normal operational hours. Because staff are working alone in these environments, which could be inherently dangerous, adequate measures must be taken to minimize the risk related to this work. Attempts should be made to avoid working alone, when possible.

Examples of working alone scenarios that would fall under this module include: School staff working after hours or on weekends within a school building, Administration staff working after hours or on weekends in central buildings and key holders responding to afterhours alarm call outs at BSEC building.

PROCEDURES FOR BSEC BUILDING

General

If at all possible, refrain from working alone between the hours of 11:00 pm- 6:00 am. Do not plan to work alone or work after hours if hazardous weather is forecast.

After school hours and during vacation periods, all staff shall ensure their classroom blinds are closed when working after dark and ensure all windows and doors are closed/ locked prior to leaving the building and/or classroom.

High hazard work such as working from heights (other than on ladders), cash handling, operating dangerous equipment (e.g. table saws) and heavy/awkward lifting shall **not** be conducted while working alone. These must be scheduled during daytime working hours or when others are readily available to provide assistance in the event of an emergency.

Exterior entrance ways and parking areas should be lit after hours to ensure safe egress.

When staff are working after hours at BSEC, it is important for them to announce themselves in the building. This is usually accomplished by some form of afterhours sign in, such as a white board at the main entrance that staff write their name on to indicate they are in the building. This will ensure others coming in know someone is in the building and will help avoid staff activating the building's alarm system with others still in the building.

Communication Systems

All staff working alone should have ready access to a phone or other communication device to summon assistance if needed.

Staff who are working alone need to know how to contact the designated school contact person (e.g. principal, building management) for assistance in the event of an after-hours emergency. It is recommended to pre-program emergency telephone numbers into phones and cell phones (e.g. 911, Administrator's business cell number and others as appropriate).

Be aware that the BSEC facility has an alarm system that must be set by the last person leaving the building. If you enter the building after this time, you will need to deactivate the alarm and make sure you reset it when you leave. Be sure to know what actions to take to disable the alarm effectively in this situation if you accidentally set it off after hours.

Building Security

- Security system deterrents should be in place where reasonable (mirrors, alarms,).
- Each staff member is responsible for securing their own classroom or work area (e.g. closing/locking windows and doors) prior to leaving the building at the end of their day.
- Window coverings should be closed after hours to minimize visibility into the building.
- The BSEC building should be secured by having exterior doors locked after normal operational hours to restrict access to the building.
- If an outside agency is renting the school facility, one supervisor from the school staff is required to be on site and will be responsible for locking up and setting the alarm once the activity is concluded.
- All building checks conducted by staff shall be conducted from inside the building.
- If a stranger or suspicious person requests entry to the building after doors are locked, the door should remain locked, and the staff member should address the individual through the locked door. If the individual advises that they require emergency assistance, the staff member should advise them that they will call 911 immediately. **Do Not Unlock the Door!**

Tips for Entering and Leaving the Building/Immediate Work Area When Working Alone

- Always be **AWARE** of your surroundings. If you see odd behavior trust your instincts and get assistance.
- Park your vehicle in a well-lit area as close to the entrance as possible.
- Keep keys and/or security card in ready to use position when walking to and from the building.
- If you have concerns, return to a safe/ secure area and contact your supervisor.
- Never have a stranger walk with you to or from your vehicle.
- Scan area for suspicious persons loitering around the building. If they do not leave move to a secure area and call for help. If you require an escort to your vehicle, call for assistance.
- Look around and make sure you are not being observed or followed. If you see suspicious persons do not go to your car. Have an alternate plan. Know the closest place to seek safety.
- If carrying bags or packages put them in the trunk before entering the car. Avoid carrying heavy items or multiple items to your vehicle (load them during regular hours)
- Lock car doors and keep windows rolled up immediately after entering or exiting your vehicle.
- Leave immediately. Do not use cell phones or search for items in purse etc.

Tips if Confronted by a Stranger, Intruder, Suspicious or Hostile Person:

- Remain calm and courteous
- Look them straight in the eye and make small talk (e.g. are you looking for someone, can I help you?). Try to determine the person's reason for being present.
- Do not say or do anything the intruder might view as threatening.
- Try not to show signs of weakness, fear or uncertainty.
- If you feel uncomfortable or threatened (trust your instincts) find a safe location (locked room) and contact your supervisor and/or **police/911**.
- If the person tries to steal personal or district property do not resist or chase the person.
- Carefully observe what the person looks like and what they are wearing. Call **911** and call security only when it is safe to do so.

BSEC Working Alone Procedure: One on one with a student

The following is a protocol to be followed to ensure the safety of BSEC staff members who may be working alone while meeting with a student. Because staff may be working alone with a student in these environments, adequate measures must be taken to minimize this risk.

DEFINITIONS

Working Alone with a student: Any one-on-one consultation with a student where the staff person and the student are alone in any environment. This could be in the staff person's office, their car, the school van, or any other situation where a BSEC staff member is meeting with a student and no other person is present.

General Steps

Step 1: Any time you are working alone with a student, you must first assess if you are safe in the situation. If there are no safety risks that you are aware of, the following will be enacted:

- If it is a planned session with the student, enter it into your Outlook calendar so that other staff can be aware of who you are meeting with. School counsellors will allow each other access to their Outlook calendar.
- Leave door open when possible.
- Should the student request the door to be closed, allow them to close the door and inform a colleague who is nearest in proximity to you of the planned session with the student.
- If it is not a planned session, and a drop-in situation, follow the same procedures as above.

Step 2: If the meeting is occurring within your office and you are aware of safety issues, which concern the student you are to see, the following will be enacted:

Leave the door open during the session; under no circumstance should the door be closed.

Inform a colleague of the meeting to take place and, if planned, put in into your Outlook calendar.

If the meeting is not planned, inform a colleague once the student has entered your office, either by phoning or by taking a moment to speak to your closest colleague.

Make sure that you and the student have unrestricted access to the door.

If you are still not feeling safe, inform the student that a colleague will be sitting in on the meeting.

Do not meet with a student alone if you do not feel safe.

Step 3: If the meeting is occurring in a vehicle, follow the working alone procedure as outlined in Working alone: Home visits. Do not travel alone with a student in your vehicle if you do not feel safe; if the situation requires that you be with the student in your vehicle, a colleague must accompany you.

GENERAL DO'S AND DON'TS FOR WORKING ALONE DURING HOME VISITS:

Do:

- Follow procedures for working alone off-site by performing an assessment of working conditions and utilizing a check-in procedure when required.
- Evaluate every visit you make for risk and follow the corresponding protocol, even if you have visited the site before.
- Have the *BSEC OFF SITE VISIT WORKING ALONE PROTOCOL FLOW CHART* posted in your office as a quick reference.
- Preview your cases ahead of time. Assessment of parents/guardians/family should also include the location of the home (apartment building, private residence, retirement residence, etc.), condition and location of parking lot (locate it on Google Maps/Earth beforehand), number and nature of pets, etc.
- Know the potential risks of the geographical area you are working in.
- Carry a fully charged cell phone with you on the visit and don't forget to turn it on and check reception before beginning the visit.
- Dress appropriately (business casual, appropriate footwear, etc.).
- Decide if having identification signs on your vehicle will be a benefit or create additional risk for your geographical area.
- Use positive body language.
- Maintain a 'reactionary gap' - a distance that allows you time to react to any movements a potentially violent person makes.
- Be aware of your surroundings. Know the location of doors and other exits.
- When possible, visit during the day, especially for the first visit.
- Close the meeting or cancel the visit if you feel you are not safe for any reason, including:
 - a) If the conversation goes off the rails or seems to be heading in a potentially confrontational direction.
 - b) If you feel the environment of the location visited is potentially dangerous, for example: aggressive dogs/pets, loud music/party in progress, suspected intoxication of participants, suspected drug use or weapons plainly visible, etc.
 - c) When a check in process is required via cell phone but you cannot get reception at or near the location.
- Ask the school Principal if you have any questions regarding working alone, this procedure or how to ensure your own safety during a home or off-site visit.

Do Not:

- Do not wear expensive jewelry or carry large amounts of cash.
- Do not engage in unnecessary physical contact.
- Do not enter a situation where you feel you are at risk. You can change your mind at any time and cancel the visit.

CHECK IN PROCESS (Moderate or High Risk Only)

- Staff who are visiting a moderate or high-risk site must go in pairs. Staff are to call the front desk before entering the property at the start of your visit. Staff must let the front desk staff know: who you are visiting, the address of the location, your name, your cell phone number and how long you anticipate the visit to last.
- If you are going to stay beyond the stated time, call and let the front desk staff know.
- Call the front desk when you leave the visit to let them know you are done on site.
- If you fail to make this call, the front desk staff will try to call you 5 minutes after the visit was scheduled to end.
- If you cannot be reached after two attempts, the front desk staff will immediately contact the principal.
- The principal will immediately try to contact you and the home you are visiting by using the information in your Outlook Calendar. (The Vice Principal or designate will act as a back up to the Principal should they not be available, and will utilize the information you provided the front desk staff with about the visit)
- If you cannot be reached after this, second try, the principal will contact the police. (The front desk staff will act as a back up to the Supervisor should they not be available).

RISK RATING

Risk rating is based on the evaluation of the following four criteria:

1. Has the site been visited before?
2. Is the purpose of the visit non-confrontational?
3. To the best of our knowledge, is the site or group free of a history of abuse in the home and free of past conflict with BSEC staff?
4. To the best of our knowledge, are the members of the group free of criminal charges involving violence or weapons offenses?

The *Off-Site Visit Working Alone Protocol Flow Chart* express how to evaluate these criteria to determine the risk rating of the visit. Each risk level requires different measures be followed to ensure the well-being of BSEC staff involved.

Risk Rating 1 - Minimal Risk - Criteria – School/Staff are familiar with the home/placement and have assessed that there is minimal risk.

Requirements:

- Information related to the visit posted in “everyone” outlook calendar. Eg – school counsellor – out – home visit.
- Provide home visit schedule to front desk ahead of time; detailing student name, guardian name, address, and phone number(s).
- Check-in Process to be followed.
- Follow the General Do's and Don'ts identified in the working alone procedures.

Risk Rating 2 - Moderate Risk – Criteria – School/Staff are familiar with the home/placement and have assessed that there could be some risk. Best practices would be for two staff members to attend but if this is not possible, the staff member must follow the procedure as outlined below.

Requirements:

- Check-In Process to be followed. This will encompass texting or calling front office personnel at the school when arriving and leaving residences on the home visit schedule.
- Information related to the visit posted in “everyone” outlook calendar.
- Provide home visit schedule to front desk ahead of time; detailing student name, guardian name, address, and phone number(s).
- Follow the General Do's and Don'ts identified in this procedure.

Risk Rating 3 - High Risk- Criteria – School/Staff are either unfamiliar with the situation they are going into or have awareness that there could be risk in making a visit to the home/placement.

Requirements:

- Two BSEC staff must attend visit. (If a second person is not available, you must meet at a public location)
- Check-In Process to be followed.
- Information related to the visit posted in “everyone” outlook calendar.
- Provide home visit schedule to front desk ahead of time; detailing student name, guardian name, address, and phone number(s).
- Follow the General Do's and Don'ts identified in this procedure.

Risk Rating 4 - Extreme High Risk – Criteria – School/Staff have assessed that the home/placement poses too significant a risk to staff so alternate methods of contact must be used.

Requirements:

No off site visits allowed; must meet at the school during regular hours.

Intruder Alarm Call Out

Intruder alarms in BSEC property are connected to a central monitoring station. When the alarm activates, the central station contacts the principal contact person, to advise of the activation. The principal contact person **would contact a second person and together** they would come to the school. If there has been a noticeable break-in the police are called and the contact people will wait to enter the building with the aid of police.

Occasionally, the police are busy dealing with other matters and they can only afford to offer a cursory inspection of the alarmed premises before proceeding to the next incident.

If there is no noticeable break-in and the police response is unavailable, the principal contact person along with a back up person will be responsible for attending the premises, checking them and resetting the alarm.

An audible warning device (bell or siren) may only sound for 20 minutes. For the sake of convenience, it should therefore be programmed to stop automatically after 20 minutes to avoid complaints from neighbours. A strobe light may continue to flash thereafter indefinitely.

The risk assessment process should consider the arrangements in place to monitor the safety of the employees asked to act as the principal contact people.

With police attendance:

- Before entering the premises, check the perimeter to see if there are any obvious signs of intrusion. If there are signs of intrusion, the police should check the premises in case the intruder is still inside.
- If there are no signs of intrusion, ask the police officer(s) attending to accompany you while you check the premises, identified the cause of the alarm activation, and reset the system before they leave the scene.
- If the police have to leave urgently before you are able to complete checking the premises, finalize or terminate your check, reset the alarm if you are able to and leave also.

Without police attendance:

Before entering the premises, check the perimeter to see if there are any obvious signs of an intrusion such as flashing lights, broken windows, doors damaged or noise. If there are obvious signs of an intrusion, cease the check immediately and **DO NOT ENTER THE BUILDING**. The police should be contacted immediately and advised that there are signs of a burglary. They will then attend and check the premises in case the intruder is still inside. Discreetly await the arrival of the police and note any information which might be of use to them, e.g. vehicle registration number and description, description of anyone who leaves the premises, direction of travel, property carried etc. The information should if possible be written down at the time or as soon as possible afterwards in order to avoid forgetting what might be important.

Other tips:

- A flashlight would be a useful aid for checking premises when it is dark.
- A mobile phone should be available to all employees who respond to alarm call outs so they can summon police assistance and to act as a means of checking in with the pre-arranged management contact or concerned friends or relatives.
- Sufficient alarm callout responders must be trained in correctly operating the alarm system and be familiar with the layout of the premises for which they are responsible to ensure backup coverage is available in the event of the primary persons absences due to leave, ill health etc.

FIELD TRIP PROCEDURES

Upon registering in the school, the parent/guardian or independent student signs an Activity Consent Form, which allows students to participate in various school activities organized by the school.

In Town Field trips:

The Activity Consent Form covers all in-town field trip excursions. During these excursions, the following plan will be followed:

- Approval for the field trip is obtained by the staff from the school Principal.
- Fees for the trip will be paid by the school.
- All students sign a field trip form at the front desk prior to leaving the school. The form identifies which staff are responsible and attending the event with the students.
- The supervising staff member checks in with students once they have arrived at the approved destination. If there are any issues along the way or during the event the supervising staff member will contact the school and address the concern with the school Admin team after which appropriate steps to ensure everyone's safety will be enacted.
- Appropriate numbers of supervisors will take place in the activity depending on the number of students participating. The number of supervisors needed will be decided by school Admin in consultation with the supervising staff member of the event.

Out of Town Field trips:

As well as the signing the Activity Consent Form, additional permission is required for out-of-town field trips from the parent/guardian or independent student. Prior to attending an event, which takes place outside of the city the following procedures will be followed:

- Information regarding the event will be given to the parent/guardian or independent student. The information will outline the event (place of the event, accommodations, packing list, what is required of the student, etc.).
- Meetings to discuss eligibility for participation plus student responsibilities will take place in the school. School staff will decide which students are able to take part in the event.
- If necessary, the school will have parent information sessions to outline the exact nature of the excursion.
- Adequate supervision will be organized based on the number of students participating and their needs as determined by school staff.
- All staff and students will follow Alberta laws and the protocols in place by staff at the event site.
- For any water activities, direct supervision is necessary to ensure the safety of all participants. For any boating activities, a teacher/instructor experienced in the type of craft being used must provide direct supervision. Approved Ministry of transport personal flotation devices must be used at all times.
- Ensure that one staff member is qualified in emergency first aid and CPR.
- Make sure that all first aid kits are accessible and up to date.

- If the event is outdoors, care will be taken to ensure that all students have the necessary clothing/equipment.
- Staff will familiarize themselves with the inherent risks of the event and take precautions based on the known factors.
- A supervising staff member will keep any student medication and said medication will be given to the student, following medical directions.
- Attendance will be taken at each stop to determine that all students are accounted for.

Out of Province field trips

Additional permission is required for field trips that take place out of the province. All of the procedures and protocols for out-of-city field trips (above) will be enacted along with the following additional requirements:

- Additional student/parent/guardian/independent student meetings will be held to address any concerns and to gauge student accountability and intent.
- Information sheets which include the students' pictures, phone numbers, important information regarding guardians, etc., will be compiled and each supervisor will have a copy of this information with them at all times.
- Students will all be given phone cards so that if they should happen to be separated from the group for unforeseen reasons, they will be able to contact their supervisor.
- One supervisor will have the school cell phone, which students could call if required.

Out of Country field trips

The Superintendent must approve field trips that take place outside of Canada. All of the protocols and procedures for out of province field trips will be followed along with additional requirements, which would be determined based on the destination and risk factors involved.

Inclement Weather

Field trips will not take place if weather dictates that it would be unsafe to do so. This will be decided at the school level with information forwarded to the Superintendent.

Ergonomics

Ergonomics is the study of how individuals interact with other elements in their daily lives, such as the suitability of one's chair, the height of a computer monitor, and the design of a keyboard. Occupational Health and Safety requires employers to assess ergonomic hazards. Injuries can be avoided when employers and employees are cognizant of the OHS code related to lifting, lowering, pushing, pulling, carrying, or transporting heavy and/or awkward loads. Repetitive tasks, such as data entry and lifting, can also result in injury for workers. In such cases, ergonomics plays a significant role in preventing injury.

BSEC has adopted a general Ergonomics Guideline for Office Workspaces that was created by Worksafe New Brunswick, found in Appendix 7 of this section. It also contains a helpful Workstation Checklist. A copy of this Office Workstation Ergonomic Workstation Checklist can be found in Appendix 3 of this section.

A common misconception regarding ergonomics is that people often think it only applies to the office environment. That actually is not the case. Ergonomics literally means laws of work. Ergonomics is made up of two Greek words: "ergos" meaning "work" and "nomos" meaning "laws."

These laws are simple: We need a fit between people and what they do. — If good fit is achieved, the stresses on people are reduced. They are more comfortable, they can do things more quickly and easily, they make fewer mistakes and get injured less frequently.

The process of designing for a better match between people and tasks is a continuous process the goal is for a good fit between various and changing capabilities and any new tasks undertaken.

What Is Work?

Work can be thought of simply as activity — either mental or physical. Although it may not seem like it sometimes, the body works constantly, even when asleep! You carry out mental work whenever you use your brain to do something; e.g., read, watch television, solve a problem. You carry out physical work whenever you use your body to do something, such as walk, sit or lift.

Static and Dynamic Work

There are two types of muscle activity that apply to all work we do: static and dynamic.

Static —this is where a muscle remains contracted for a period of time but there is no movement. Examples of this include holding a picture against the wall, standing in one place, operating a foot pedal, and pushing a heavy load.

Holding a *static* or fixed posture can be very tiring as muscles do not have an opportunity to relax. The greater the force exerted, the more rapid the onset of muscle fatigue. *Static* muscle work cannot be maintained for long periods of time.

Any fixed posture will bring on symptoms, e.g., gripping something tightly for long periods like writer's cramp when writing essays or exams.

Dynamic — this is where there is a regular contraction and relaxation of a muscle that results in movement. Examples include pulling open a drawer and walking up stairs

Dynamic work is less tiring and more efficient than *static* work.

Physical Capabilities

In order to work most effectively, we have to look at people and their capabilities. There has been research into what people can do — both physically and mentally for many centuries. Because of research done using different groups of workers, we know what capabilities to measure. The capabilities of people to undertake activities include:

- ability to apply force; e.g., how much we can lift, push, pull, grab or press
- how well we are able to see things in our field of vision and how quickly we adapt to different levels of light
- ability to hear sounds in all ranges
- body dimensions, including how tall we are and how much we weigh will affect how well we fit in our home and work environments, and our ability to interact with things around us
- movement; i.e., how well and how far we are able to move our bodies and parts of our bodies; e.g., arm reach, stride length
- mental capacity; i.e., our ability to think, concentrate, remember and analyze situations
- physical endurance; i.e., how many times we can continue an activity or task before our body or muscles fatigue

These capabilities are subject to change as we get older, if our general health or fitness changes, or if we are tired, weak or sick. They also vary from one individual to the next.

What Physical Capabilities Are Important for Physical Work?

Everyone does some sort of physical work during their daily activities. The three important physical capabilities are:

- ability to apply force; i.e., how much we can lift, push, pull, hold, grab or press
- ability to move; i.e., how well and how far we are able to move our bodies and parts of our bodies
- ability to continue an activity for periods of time; i.e., physical endurance

All three capabilities involve using the muscles of our body. We might notice that when we try to use some muscles and parts of the body to apply force or move we get better results than using other parts.

Even though our physical capabilities include being able to apply force, move and perform activities for periods of time — we need to think about using the best designed parts of our body for the activities we need to do.

Body Mechanics and Injury Prevention

One of the most important ways to reduce the risks of work-related injuries is to improve body mechanics. Body mechanics refers to how the body is used. It is about using some of the principles previously discussed — like using the largest muscles to do the heaviest work.

Principles of ergonomics and body mechanics have been used to develop guidelines and programs to help lower the risk of workplace injuries. There are numerous types of injuries that can happen on the job, including acute injuries, such as falls or crush injuries. However, the most common workplace injuries are musculoskeletal injuries that result from exposure to the risk factors described on the last few pages. When these risk factors happen in combination, the higher the potential for injury.

What Are Musculoskeletal Injuries and How Do They Happen? Musculoskeletal injuries, or MSIs, go by many different names, including:

- repetitive strain injuries (RSIs)
- repetitive motion injuries (RMIs)
- cumulative trauma disorders (CTDs)

Specific types of MSIs include:

- carpal tunnel syndrome (CTSs); i.e., injury to the wrist
- bursitis, injury causing inflammation to the bursa — a part of the joints
- tendonitis or inflammation in the tendons; e.g., tennis elbow
- trigger finger; i.e., injury usually to forefinger from operating triggers on tools
- hand/arm vibration syndrome (HAVS)
-

Whatever the term used, the effect is the same; bones, joints, ligaments, tendons, muscles and other soft tissues are being injured. Many MSIs have names that describe the cause of the injury; e.g., tennis elbow is an MSI that can result from the repetitive swinging of a tennis racquet or from other repetitive arm movements similar to those used by tennis players. Carpet layer's knee, letter carrier's shoulder and pizza cutter's wrist are other examples. MSIs also have medical names, such as carpal tunnel syndrome, thoracic outlet syndrome and tendonitis.

No matter wh't you call them, MSIs 'an involve inflammation, sw'lling and pain in the affected area. They can range from a minor nuisance to severe disability. In the occupational or workplace setting, there are a number of symptoms that workers may experience that tell them there is something wrong.

Stages of Injury

The first indication of a muscular strain on the body is aching, stiffness and tiredness. Think of how your legs feel if you do too much physical activity; e.g., like running up lots of stairs.

As we continue doing the same things, the ache progresses into pain, tenderness or soreness, loss of sleep, difficulty applying force (e.g., gripping) and problems in moving hands, back or shoulders.

As the pain becomes an injury, we may not be able to do the work or even everyday activities.

Most people affected by MS's do not realize that if they do nothing to correct their problem they may be headed for increasing and potentially devastating disability. There are three stages of injury:

Stage 1

- Discomfort may persist for weeks or months but is reversible;
- Most workers experience pain and weakness during work activities but improve on days away from work;
- Interference with work tasks is minimal.

Stage 2

- Discomfort may persist for months;
- Symptoms begin more quickly and last longer;
- Physical signs may be present and sleep may be disturbed;
- Work tasks may be difficult to perform.

Stage 3

- Discomfort may persist for months or years;
- Symptoms are always present, even at rest;
- Activities of daily living are disrupted and sleep is disturbed;
- The person is unable to perform light duties at work;
- The likelihood of recovery is poor.

When you experience aches and pains from performing tasks, you should see your doctor immediately, tell your supervisor and work with your supervisor to figure out what is causing the injury and how to correct the hazard. Relating ergonomic injuries to everyday life can be a powerful reminder of why we need to identify situations that may cause us injury and make changes to protect ourselves. An example to consider relating to students: If you have an injury in your lower back from constant poor posture when studying or slouching over the computer screen, you may find that you are not able to swing the golf club or baseball bat without some pain. Sore hands and wrists from excess mouse use or gaming may mean that you have a hard time brushing your hair. Preventing these injuries in the first place is important!

Things to Consider...

When you are performing a task, you need to consider two things:

What are you capable of doing? Think of your classmates and the sports they excel in. For different classmates, it could be weightlifting, running or gymnastics. Then think about the differences in capabilities that your classmates possess that allow them to perform the different activities. You need to recognize your own capabilities and limitations before beginning a particular task.

The other important consideration is the activity. Compare the tasks of mowing the lawn versus shovelling snow. Both these activities require you to work for a period of time but one involves pushing and the other involves lifting. Both tasks put stresses on your body but in different ways. Therefore, you have to make sure the task is within your capabilities and you can use your body effectively to reduce the chances of injury.

WHMIS 2015

WHMIS stands for the Workplace Hazardous Materials Information System. It is a comprehensive system for providing health and safety information on hazardous products intended for use, handling, or storage in Canadian workplaces. Changes to WHMIS requirements in the OHS Code to reflect WHMIS 2015 came into force on June 1, 2018.

In June 2015, a new system, G.H.S. (Globally Harmonized System) was introduced into Canada. We are now in the transition phase from WHMIS to GHS called WHMIS 2015. During this transition phase (2015-2018), you may see the old WHMIS symbols and the new GHS symbols on some containers.

WHMIS 2015 Labels

- Product Identifier**
The product name exactly as it appears on the container and on the Safety Data Sheet (SDS).
- Hazard Pictograms**
Hazard pictograms, determined by the hazard classification of the product. In some cases, no pictogram is required.
- Signal Words**
"Danger" or "Warning" are used to emphasize hazards and indicate the severity of the hazard.
- Hazard Statements**
Brief standardized statements of all hazards based on the hazard classification of the product.
- Precautionary Statements**
These statements describe recommended measures to minimize or prevent adverse effects from exposure to the product, including protective equipment and emergency measures.
- Supplier Identifier**
The company which made, packaged, sold or imported the product, and is responsible for the label and SDS.
- Safe Handling Precautions**
May include pictograms or other supplier label information.
- Reference to SDS**
If available.

Supplier Label

1 Product K1 / Produit K1

2  

<p>3 Danger</p> <p>4 Fatal if swallowed. Causes skin irritation.</p> <p>5 Precautions: Wear protective gloves. Wash hands thoroughly after handling. Do not eat, drink or smoke when using this product.</p> <p>Stress listed on: Classes of contamination to be avoided with this preparation. If skin irritation occurs, Get medical advice or attention. Take off contaminated clothing and wash it before reuse. If swallowed, immediately call a health centre or doctor. Other words:</p>	<p>Danger</p> <p>Mortel en cas d'ingestion. Provoque une irritation cutanée.</p> <p>Conseils : Porter des gants de protection. Se laver soigneusement les mains après manipulation. Ne pas manger, boire ou fumer en manipulant ce produit.</p> <p>Autres mots-clés: Éviter le contact avec les surfaces à éviter. En cas de contamination, évitez les surfaces à éviter. En cas d'irritation cutanée, consultez un médecin. Prenez des précautions particulières de précaution. En cas d'ingestion, appelez immédiatement un centre d'urgence ou un médecin. Consultez le médecin.</p>
---	--

6 ABC Chemical Co., 123 rue Anywhere St., Mytown, ON N0N 0M0 (1-800-456-7890)

Workplace Label*

1 Product K1

7 **Danger**

Fatal if swallowed. Causes skin irritation. Wear protective gloves (nitrile). Wash hands thoroughly after handling. Do not eat, drink or smoke when using this product.

8 See SDS for more information.

*Requirements may vary – consult your local jurisdiction for their requirements.

WHMIS Pictograms

Workplace Hazardous Materials Information System

2015



<p>Flame</p> <ul style="list-style-type: none"> Flammable Self-Reacting Pyrophoric Self-Heating In Contact with Water, Emits Flammable Gases Organic Peroxide 	<p>Flame over Circle</p> <ul style="list-style-type: none"> Oxidizer
<p>Skull and Crossbones</p> <ul style="list-style-type: none"> Acute Toxicity (fatal or toxic) 	<p>Explosion</p> <ul style="list-style-type: none"> Explosive* Self-Reacting (severe) Organic Peroxide (severe)
<p>Biohazardous</p> <ul style="list-style-type: none"> Biohazardous Infectious Materials 	<p>Gas Cylinder</p> <ul style="list-style-type: none"> Gas Under Pressure
<p>Health Hazard</p> <ul style="list-style-type: none"> Carcinogenicity Respiratory Sensitization Reproductive Toxicity Specific Target Organ Toxicity Germ Cell Mutagenicity Aspiration Hazard 	<p>Corrosion</p> <ul style="list-style-type: none"> Serious Eye Damage Skin Corrosion Corrosive to Metals
<p>A GHS pictogram appropriate for the hazard</p> <ul style="list-style-type: none"> Physical Hazards Not Otherwise Classified Health Hazards Not Otherwise Classified 	<p>Exclamation Mark</p> <ul style="list-style-type: none"> Irritation (skin or eyes) Skin Sensitization Acute Toxicity (harmful) Specific Target Organ Toxicity (drowsiness or dizziness, or respiratory irritation) Hazardous to the Ozone Layer*
	<p>Environment</p> <ul style="list-style-type: none"> Aquatic Toxicity*

NOTE: No pictogram is assigned to some hazard classes e.g., Combustible Dusts and Simple Asphyxiants, and some less severe hazard categories.

*Not required by WHMIS, but may be used.

LABELS

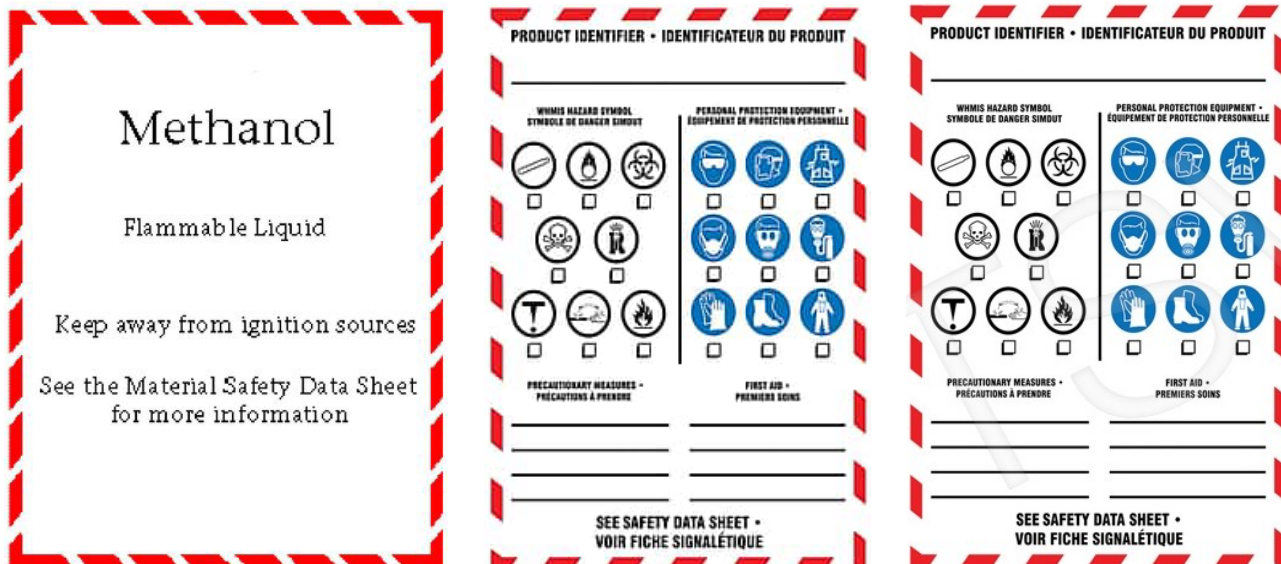
WHMIS 2015 Legislation requires that every container containing these products be labeled. In most cases, this is accomplished by the manufacturer in what's called a Supplier Label. This label is printed on the container before you purchase it.

In some instances it may be necessary to transfer or decant a product into another container. When this is done at the worksite, it is important to label the new container. This is considered a Workplace Label. A common example is taking a window cleaner or sanitizer out of a large jug with a Supplier Label and pouring it into a spray bottle that would then need a Workplace Label.

The required information on a Workplace Label includes:

- the name of the product (including brand)
- precautionary information (symbol/hazard, PPE to wear, specific instructions) IF ANY
- a reference to the Safety Data Sheet

Example Workplace Label



A Workplace label can be in many forms. You may use pre-printed stickers, you may fill in a label already on the bottle with a permanent marker, or you may just write on the side of a bottle with a permanent marker. All of these methods of labeling are acceptable, the only requirement is to have the required three pieces of information marked on the container.

EXAMPLE DONE CORRECTLY

In this example, glass cleaner is taken out of a jug and put into a spray bottle. All the information needed to make a workplace label is found on the Supplier Label on the jug. The Workplace Label is simply written on with a sharpie permanent marker.

SDS (SAFETY DATA SHEETS)

For every chemical on site, you should have an SDS sheet for it, and there should be an easy to find binder to keep them in. Ask the supplier to give you the SDS as you purchase them. Custodial contractors are responsible for SDS for all custodial products. If you don't have an SDS sheet, try finding it on the internet or the BSEC website. Some Canadian science chemical distributors will sell an MSDS disk with all their chemicals that they sell. The MSDS sheets you keep in a binder should be organized in an easy to find order, ideally with a table of contents.

TRAINING

Some staff groups within BSEC will require specific training on WHMIS 2015 requirements. Groups such as Science Teachers and EA's, CTS Teachers and EA's work very closely with products controlled by this legislation and therefore may need to have more familiarity with it. Site Administrators will identify any groups requiring further training to this bulletin.

Preventative Maintenance Protocol

School staff shall ensure that all preventative maintenance or repairs are carried out by qualified personnel, according to established schedules and recorded. Tools, equipment and vehicles will need inspections before using or operating as per owner or operators manuals. It is important to keep operator manuals near the equipment. If an equipment is not working properly or poses a hazard, it must be dealt with as soon as possible using the following protocol.

Protocol

- BSEC facility, equipment tools and vehicle have scheduled mandated maintenance and inspections. School staff are responsible for the tools/equipment that they use and will establish necessary maintenance schedules. Admin will be notified if any maintenance is required to ensure that maintenance is performed as mandated by applicable laws, codes, regulation.
- If the school staff person sees a hazard or needed repair, they should attempt to correct it themselves, if they have the knowledge, competence, tools and resources to do so.
- When a staff person observes a needed repair but does not have the authority, knowledge, or resources, they shall contact Admin to request the repair.
- On notice of the hazard, Admin staff will discuss the hazard with the staff and take any needed corrective action.
- Staff using equipment or maintaining equipment/vehicle will keep documented records of maintenance completed.

School Based Equipment Maintenance Schedule

Equipment	PM needed	Cost Responsibility	Scheduling Responsibility
Paper cutters	Blade sharpening repair	School	School
Dryer Vents/Range hoods	Cleaning	School	School
Wood dust collection systems	Cleaning ducts/emptying drums	School	School
Art and CTS sink drains	Cleaning sediment traps as needed	School	School
CTS shop equipment	Blade/Wheel replacement	School	School
Fitness equipment	Maintenance	School	School
Vehicle maintenance	Regular inspections/maintenance	School	School
Overhead doors	Inspection as needed	Building management	Building management

Competency

BSEC is committed to ensuring that work that is to be done at our site is done by an employee who is competent to do the work, or the employee is working under the direct supervision of another employee who is competent to do the work.

Administrators are key role players in assessing the competency of workers and identifying their needs for professional development and support to safely fulfill the expectations of their individualized roles.

Administrators shall ensure:

- Work to be done that may endanger an employee or persons at the worksite is done by an employee that is competent to do the work.
- Employees are familiar with worksite or job specific safe work procedures that may apply to their work.
- Employees who may be required to use safety or protective equipment are competent in the care, use, maintenance, and limitations of that equipment.
- Employees participate in all health and safety related training applicable to their jobs.
- Effective and timely initial and refresher health and safety training is provided at appropriate intervals and whenever new processes, or equipment are introduced.
- Training is documented and records are kept at the worksite.
- Mandated health and safety training is provided to employees at no cost and where possible and generally takes place during working hours.

EMERGENCY PROCEDURES



a handbook for
Boyle Street Education Centre
Staff, Students and Contractors

CONTENTS

- 1 Code Red
- 2 Code Soft Red
- 3 Code Yellow
- 4 Code Blue
- 5 Code Black
- 6 Code Green

Boyle Street Education Centre has undertaken the task of planning for different crisis situations. It is our contention that by thinking through possible crisis and providing possible solutions to them, all persons involved in dealing with these situations will be better prepared to handle them in the best possible manner. The school approached this issue by providing what we feel are safe, logical, humane steps to be considered when faced with a crisis situation. Our primary concern is for the health and safety of all.

CODE RED: procedure is used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in, and no one is allowed to leave until the situation has been safely resolved or evacuated safely. A code RED can be initiated by school Administrators or police.

CODE SOFT RED: procedure occurs when there is a potential threat to students/staff from an outside source.

CODE YELLOW: is a procedure, which allows the school to continue with the normal school day but forbids outside activity and unnecessary room-to-room transit. No unauthorized personnel are to enter the building. Code yellow may be initiated by the school Administrators.

CODE BLUE: is a procedure of practicing how a building would be evacuated in the event of a fire or similar other emergencies. In most cases, the building's existing fire alarm system is activated, and the building is evacuated as if the emergency had occurred.

If students are unable to return into the building due to unforeseen circumstances, the students will be evacuated to MacEwan University.

CODE BLACK: is a procedure to indicate contagious disease exposure area.

CODE GREEN: is a procedure to indicate the end of the emergency.

Code Red – threat inside or outside the school which has the potential to cause harm to students or staff.

Action - you will hear or say the word Red repeated 3 times over the school PA system OR there may be an alarm triggered which will make a whoop whoop-whoop sound.

Staff response - will be to lock your classroom door making sure students are inside. Turn off the lights. Have students sit under a table or against a wall (NOT an outer wall) and be extremely quiet. Turn off monitors. Everyone must wait until they hear the Green repeated 3 times over the school PA system before resuming class.

Code Soft Red – threat outside the school which has the potential to cause harm to students or staff.

Action – an email initiated by School Admin will be circulated to all staff outlining the threat. OHS Committee member will circulate throughout the school relaying additional information to staff.

Staff response – Front and rear entrances to the school will be locked for safety and manned by OHS Committee member. Students and staff will remain in designated areas with no breaks and limited movement. Staff will monitor emails for updates or listen for announcements.

Code Yellow – an escalating situation in the school or on school grounds requiring staff assistance.

Action - Over the school PA system you will hear or say the word Yellow repeated 3 times along with the location the situation is occurring.

Staff response – some staff will manage students not involved by redirecting their attention, keeping students in classroom or keeping students away from the area of the escalating situation. Available staff will attend to the situation requiring staff assistance.

Code Blue – possible fire or emergency requiring all people to exit the building. In rare circumstances, where returning to the school building is not possible, evacuation may require the school to vacate to MacEwan University.

Action - you will trigger or hear the alarm OR you will hear or say the word Blue repeated 3 times over the school PA system.

Staff response – unlock doors to classroom or office and direct students to the nearest exit in a calm quiet manner. Meet at the muster point (waste disposal cans in parking lot).

Code Black – Hold and Secure. Contagious disease exposure to an area.

Code Green – end of emergency.

Action - you will hear or say the word Green repeated 3 times over the school PA system.

Staff response – it is end of emergency. Everyone can go back to their designated class or work area.

NOTE: These procedures account for the COVID-19 protocols in place for general health and safety of the building. The procedure assumes the West door is locked and staffed at all times. The person staffing the West door will be the primary person responsible to determine the nature of any threat and assess what code to activate.

Exterior threats follow Code Soft Red procedures.

EMERGENCY RESPONSE PROCEDURES

Situation	EMERGENCY PROCEDURES TO BE IMPLEMENTED	Person(s) Responsible
<p>Code Red Lockdown</p>	<p><i>Any staff member believing there is a significant threat to people within the school can activate a Code Red. Staff who activate a Code "Red" should immediately contact either the Principal or their Designate(s).</i></p> <p><i>Code Red Activation: Pick up any phone and dial "333". A distinct alarm will sound in intervals of 3 over the school PA system. If this does not happen immediately, dial #3521 and announce "Red, Red, Red" over PA system.</i></p> <p><i>Procedures:</i></p> <ol style="list-style-type: none"> 1) <i>The door to the building is to be locked and staffed at all times.</i> 2) <i>Door staff is the most likely to become aware of a threat to the building during and to determine the nature of the threat.</i> <ol style="list-style-type: none"> a. <i>Contractors, guests, and external workers must also retreat if they are inside the building at the time of a RED call.</i> 3) <i>Open area staff upon (on either floor) hearing the alarm/lockdown call is to sweep their floor, ensure all people retreat and remain out of sight. These staff members must ensure everyone is out of washrooms.</i> 4) <i>Once everyone has retreated, the open area staff must retreat and remain out of sight awaiting code green call.</i> <p><i>Once in retreat areas, staff members must:</i></p> <ol style="list-style-type: none"> 1) <i>Secure area doors,</i> 2) <i>Ensure all lights are off,</i> 3) <i>Ensure all present have masks, a</i> 4) <i>Ensure all present are as physically distant as possible</i> 	<p>Door Staff: Assess threats and activate appropriate codes. Open Area Staff: Sweep the floor, order retreats, and secure themselves. All Staff: Secure retreat areas and follow procedure. Principal will: · Immediately retreat to Principal's office and lock the door; · Obtain immediate radio contact with other members of the ERT to determine lockdown severity; · Contact Emergency Personnel via telephone (if required) and inform of lockdown situation and its severity; · In consultation with the ERT, coordinate all aspects of the lockdown from the Principal's office; · In consultation with ERC and/or Emergency Personnel on-scene, make "Code Green" announcement to end lockdown. Emergency Response Team (ERT) will: · Obtain immediate radio contact with the Principal and other members of ERT to determine threat</p>

	<p>5) Ensure all present remain out of ALL sight lines (so people in rooms with exterior windows must retreat beneath</p> <p>6) Ensure students remain silent;</p> <p>7) Draw all blinds or window coverings if time allows;</p> <p>Notes: · If in fitness area, students and staff will retreat through shop doors located in fitness room into back portion of shop area if possible.</p> <p>During lunch hour/breaks/assemblies, everyone should retreat to nearest large, securable spaces (Main Floor: VC and Math Rooms – Upper Floor: English Room, Indigenous Studies Room).</p> <p>Advise all students and staff to refrain from posting to social media as this may be monitored and serve to draw a threat to themselves or others in the school.</p> <p>All within the building must remain in place until a Code Green is announced over the PA system only.</p> <p>Anyone outside of the building must not enter the building while there is an active threat inside the building.</p>	<p>severity; · Assist the Principal in coordinating contact of Emergency Personnel (if required); · Coordinate lockdown situation with the Principal.</p>
<p>CODE SOFT RED</p> <p>Hold and Secure: Exterior Threat</p>	<p>Activation of an SOFT RED will be by announcement over the PA system “CODE SOFT RED, Staff please check your emails”. Emails will provide staff with the nature of the potential threat and instructions on what to do with students. A member of the ERT will go around to all areas of the school to ensure SOFT RED activation and announce to staff “SOFT RED”, at which point the following steps will be taken. A CODE SOFT RED indicates a potential exterior threat to people in the school. Front and rear entrances to the school must remain locked. Students and staff members must remain within their assigned classrooms/areas with no breaks, and movement in common areas must be limited. Staff will be required to monitor their emails for updates or listen for announcements over the school PA system. When there is no longer a potential threat, a “Code Green” announcement will end the alert.</p>	<p>Only the principal, their designate or chair of the ERT may activate a CODE SOFT RED.</p>
<p>CODE BLUE</p> <p>Evacuate</p>	<p>THE WORD “BLUE” SPOKEN THREE (3) TIMES OVER PA SYSTEM. Evacuate the building immediately as per fire procedures.</p>	<p>-All staff</p>

<p>FIRE ALARM</p>	<p><i>FIRE ALARM WILL SOUND. Classroom teachers and support staff to ensure that proper procedures are followed by all students as follows:</i></p> <ol style="list-style-type: none"> 1) Immediate count of students by classroom teachers; 2) Teachers lead students out of the building in an orderly fashion via designated escape routes posted; 3) Support staff ensure all doors are shut and unlocked (unlock once drill is over), lights are turned off and all students have vacated the building; 4) Upon exit of building, teachers will ensure that all students are accounted for at the designated muster point; 5) Upon exit of building, Principal and OHS Committee will ensure that all staff are accounted for at the designated muster point. 6) If evacuation is necessary of the school building and returning to the school is not possible, the principal or designate will contact MacEwan Security Services (non-emergency number – 780-497-5554 / emergency number – 780-497-5555) to alert them that BSEC staff and students will be evacuating to their facility. Staff and students will proceed in an orderly fashion to the 105 St doors of MacEwan University where they will be met by MacEwan personnel who will then direct them to a safe space until such time that transportation home can be arranged or the BSEC school is safe to return to. 	<ul style="list-style-type: none"> -Principal - OHS Committee -Teachers -All Other Staff
<p>CODE YELLOW</p> <p>Staff Member Requires Assistance</p>	<p>THE WORD "YELLOW" SPOKEN 3 TIMES OVER THE PA SYSTEM FOLLOWED BY THE LOCATION AT WHICH IMMEDIATE ASSISTANCE IS REQUIRED. This will become the Yellow Location. In the event of a "Code Yellow" precautionary measures are immediately implemented indicating a problem in a particular area which has the potential of becoming a more serious school-wide issue. In such an event, only available staff will be required to report immediately to the designated Yellow Location. All students will remain in their assigned areas until the situation has been resolved and "Code Green" is given. ALL STAFF will ensure students do not converge to the Yellow Location.</p>	<p>All Staff Members</p>

School is mandated to have six (6) **Fire Drills** each school year; Three (3) in each semester.

Other Emergency Drills – **Code Red** and **Code SOFT RED** shall be held twice per semester.

STAFF PERSON	RESPONSIBILITIES DURING EMERGENCY
Principal or designate	<ol style="list-style-type: none"> 1) Principal will assume primary control in the event of an emergency. 2) Ensure that the emergency personnel are immediately contacted regarding the emergency. 3) Take a position at the front door of the school and communicate emergency instructions directly to all students and staff. 4) Go to muster point when building is fully evacuated. 5) Confirm student/staff attendance with OHS Committee and then provide the "Code Green" when it is safe to return into the building.
OHS Committee	<ol style="list-style-type: none"> 1) OHS Committee will ensure all procedures are correctly instituted in the event of an emergency. 2) Will communicate with Principal throughout drills and emergency events. 3) Go to muster point when building is fully evacuated. 4) At muster point following evacuation, confirm student and staff attendance and then inform Principal.
Secretary	<ol style="list-style-type: none"> 1) Ensure fieldtrip forms and sign-out book are taken to muster point. 2) Unlock all office doors. 3) Assist the Principal and OHS Committee with any necessary needs arising from the emergency situation. 4) Go to muster point.
Assistant Secretary Treasurer	<ol style="list-style-type: none"> 1) Ensure student lounge office and CALM classroom doors are unlocked (and lock once drill is over). 2) Take a position by the front door for purposes of directing students and staff. 3) Ensure fire doors to front stairwell are closed on first level. 4) Go to muster point.
Classroom Teachers	<ol style="list-style-type: none"> 1) Take immediate count of all students in an emergency situation. 2) Turn out lights and unlock classroom door(s). 3) Lead students out of the building in an orderly fashion via designated escape routes posted.

	<p>4) Go to muster point.</p>
All Other Teachers	<p>1) Ensure students are evacuating in an orderly fashion and ensure there is no running.</p> <p>2) Assist in evacuation procedures as requested by other staff.</p> <p>3) Unlock vacant classroom doors (and lock once drill is over).</p> <p>4) Go to muster point.</p>
Student Services Staff	<p>1) Ensure all student services office doors are unlocked and that you double-check Native Studies Room and other option classroom doors to ensure they are unlocked (and lock once drill is over).</p> <p>2) Take a position at the front staircase to direct student/staff evacuation.</p> <p>3) Ensure that everyone is evacuating in an orderly fashion.</p> <p>4) Ensure the hallway lights are turned off.</p> <p>5) Ensure second level washrooms, back halls, entryways, and the basement are clear of students and staff.</p> <p>6) Ensure fire doors to front stairwell are closed on second level.</p> <p>7) Go to muster point.</p>
Custodian	<p>1) Ensure the shop door is closed and unlocked, and that main floor washrooms are clear of students and staff.</p> <p>2) Go to muster point.</p>

Staff wellbeing



a handbook for
Boyle Street Education Centre
Staff, Students and Contractors

CONTENTS

- 1 Orientation
- 2 Schedules
- 3 Mental Well-Being
 - Training types and schedules
- 4 Procedures
 - Violent Incident in the school
 - Violent Incident in the community
 - Loss of a student
 - Memorial Ceremonies

Schools can be stressful environments, and staff spend a large part of their day at work. It makes sense that our workplace and our work has an impact on our mental health.

Reducing and managing our stress levels, maintaining positive social interactions and asking for help when needed are all helpful actions. Being comfortable to ask for and give support helps reduce the fear of stigma for seeking help and is important in building a supportive culture at our school.

Ultimately, we are all responsible for our own mental health. Ensuring that we prioritize our mental health is the key to success in our personal and professional life and the most important action we can take.

Staff wellbeing has a positive impact on staff retention, job satisfaction and productivity as well as on student outcomes.

No matter what your role – student, educator, maintenance servicing, or administration – everyone needs to look after their own mental health.

That means everyone is responsible for doing what they can to manage their own stress and build their own sense of positive wellbeing. A culture of good mental health for everyone starts with the individual.

Orientation

Employee orientation is an essential component of an effective health and safety program. Employees need to know how to do their jobs safely and how to minimize risks to their health and safety. A general employee health and safety orientation should be completed within the first week on the job, and critical information should be covered on the first day of work for all new staff.

New and/or existing employees

Administrators shall ensure that new, existing, or temporary employees receive an orientation with their first week at the school that covers necessary information.

The orientation will involve both the reviewing of relevant documentation/resources and a tour of the workspace that focuses on safety information, personnel, supplies, hazards and other relevant information. The orientation will also identify any training needs for each staff member with the expectation that this training will be sourced and provided with a reasonable time line.

Supply teachers or short service employees

A modified or shortened orientation may be used for short service employees such as supply EA's or teacher. All critical safety information must be communicated with these employees before they begin work. Because the safety requirements and characteristics of each classroom and student group are different, it is important to ensure detailed and specific information is shared with supply staff before they are put into a position of responsibility over a space or group of students.

Schedules – Hazard assessments and education

- Hazard assessments of the school building, classrooms etc. should be completed once every three years and/or if something in the environment has changed. Corrective or follow up action will be initiated by the OHS health and safety committee in conjunction with school Admin staff.
- Hazard assessments of off-site field trips should be conducted prior to the event and known hazards ameliorated by school staff as per Field Trip procedures.
- Education of staff regarding OHS safety guidelines will be reviewed at the beginning of each school year and/or when a new staff person is hired.
- Education of contracted staff regarding OHS safety guidelines and emergency procedures will be reviewed when new contracts are signed.

Mental Well-being for Staff

(Information gathered from "Heart of Recovery" AB government document)

Mental health, as defined by the Public Health Agency of Canada, "is the capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face."

In order for staff to remain mentally well and to promote good mental health for all in the school community, the following attributes will be promoted and supported in responding to any emergency, loss or violent episode.

1. **Promote a sense of safety** (e.g., help individuals appraise any future threat in a realistic manner and re-establish their confidence in the world as a safe place).
2. **Promote calming** (e.g., help individuals develop skills to achieve a relaxed physical and emotional state through techniques such as breathing, deep muscle relaxation, imagery and self-talk).
3. **Promote a sense of self and community efficacy** (e.g., help individuals recognize that their actions are likely to lead to generally positive outcomes, and that they belong to a group that is likely to experience positive outcomes).
4. **Promote a sense of connectedness** (e.g., help individuals build social support for problem-solving, emotional understanding and acceptance, and to gain access to group knowledge and expertise).
5. **Promote hope** (e.g., help individuals focus on goals, build on strengths and have the confidence that things will work out reasonably well).

Training schedules

Training Procedure	Staff to be Trained	Scheduling
Working alone procedures	Student services and Admin staff and all staff who are choose to work alone in the school during off-school hours	Beginning of each school year/when new staff are hired
First Aid training	Two staff per floor of the school	Have rotating staff take part in First Aid training offered in the school
Crisis intervention training	All staff	Once every three years or as needed
Emergency Response training	All staff	Drills as required each school year so that all staff are aware and confident in their ability to manage emergencies
Psychological First Aid	Admin, Student services staff	Have rotating staff take part in the one day training session

BSEC School Supports for mental well-being

- Benefit plans
- OHS safety committee
- Admin support for staff self-care plans
- Procedures to follow regarding loss and/or violent incidents

Psychological First Aid includes the following four components:

- **Prepare:** Learn about the crisis event.
- Learn about available supports and services.
- Learn about safety and security concerns.
- **Look:** Observe for safety.
- Observe for people with obvious urgent basic needs.
- Observe for people with serious distress reactions.
- **Listen:** Make contact with people who may need support.
- Ask about people's needs and concerns.
- Listen to people and help them feel calm.
- **Link:** Help people address basic needs and access services.
- Help people cope with problems.
- Give information.
- Connect people with loved ones and social support.

Communication

In the event of a crisis, loss or violent incident the Principal and Admin team will formulate a plan and communicate the plan to the staff. The Admin team may ask for support from the Student Services team. The Admin team will lead the communications to students and parents. The following communication is recommended:

Communicating with students

Tailor the language and message to the age and developmental level of students.

Provide accurate information in matter-of-fact language.

Provide consistent information.

Avoid distressing detail.

Outline the action the school is taking.

Describe what students can do to support one another.

Share basic coping techniques for managing stress.

Limit media that increases distress.

Encourage students to direct concerns and questions to teachers and other school staff.

Communicating with parents

State the facts in matter-of-fact language.

Describe the action the school is taking.

Share strategies for supporting their children.

Share common reactions children might experience.

Direct them to reliable sources of up-to-date information (e.g., BSEC website or social media).

Provide information on how to contact school staff with questions or concerns.

Update information and messages frequently.

Communicating with the media

The Superintendent will primarily be the media spokesperson on behalf of the school and will be responsible for all communication with the media. The Superintendent, will tailor the message to reflect information gathered from school Admin. The Superintendent in conjunction with the school Admin team can work to ensure communication messages are intentionally worded and delivered with the goal of reducing stress and confusion and promoting feelings of calm and safety.

Procedure following a violent incident in the school involving a BSEC student/staff:

When there is a violent incident in the school, involving student, staff or parents, the following procedure could be followed:

BSEC staff

- When a violent incident occurs within the school environment, the staff who are involved or those witnessing the event will alert staff through the Code Yellow procedures. Admin staff may choose to call the police if the situation warrants this action (780-423-4567) or 911 if the situation is critical.
- If the police have been called, they will take over the issue and will address the incident as they see fit, with information gathered from staff.
- If the police have not been called and once the violence has been contained, the Principal and Admin team in consultation with staff witnesses and/or staff involved will decide on the next course of action. This would include:
 - Separation of the individuals involved and often a suspension of people indicated in the incident.
 - Contact parent/guardian to inform them about the situation and the action taken.
 - Develop a Critical Incident report.
 - Involve the police if the situation warrants this.
 - A plan of mediation/suspension and/or expulsion depending on the seriousness of the event, with a focus on support for both the victim and the perpetrator.
 - If re-entry is decided upon, then a plan will be developed in conjunction with Student Services team information and will be relayed to staff in a timely manner.
 - Suspension letters if necessary will be included in the student's cumulative file.
 - Debrief with staff to assess mental/emotional well-being and devise a plan to mediate any long term impacts of the violence and to make sure that everyone feels safe.
 - Debrief with students as appropriate.

Procedure following a violent incident in the community involving a BSEC student:

If a violent incident happens in the community, which involves a BSEC student as either the victim or the perpetrator, the following procedure could be followed:

Principal and/or Admin team

- Principal or Admin team informs staff of the incident. This should happen at the close of the day so that staff have a chance to process the information.
- Staff make a concerted effort to stop the gossip or flow of information if overheard by students.
- Principal or Admin could bring flowers to the front desk to remind people of the beauty in the world.
- Call an assembly to let the student population know the facts (if known) so that untruths can be cleared up.

Student Services team

- Review psychological assessments of the student. If the student was the perpetrator, assess the information in light of this incident to see if anything can be learned as far as predicting violent outcomes.
- Make a decision regarding the re-entry of the student back into the school. This will be based on the safety of the student, other students and staff.
- If the student was the victim, see what supports can be put in place should the student return to school. Inform staff of any information learned or strategies to be put in place.
- Student services staff will decide on the next steps for support for the student as in visiting them if they are remanded or steps to take if this was the result of addiction or mental health issues.
- Debrief with staff to assess mental/emotional well-being and devise a plan to mediate any long term impacts of the violence and to make sure that everyone feels safe.
- Debrief with students as appropriate.

Procedure following the loss of a current or former student:

Following the notification of the death of a current or former student, the Principal is informed.

If the loss happens while school is in session, the Principal will:

- Convene the staff to inform them of the death and circumstances so that staff are aware – if possible this could be done at the close of the day so that staff have some time to process the information.
- If the student is a current student, or a student whom many staff and students know from previous years, student services along with Admin will decide on the steps for staff and students to follow. These could include:
 - Setting up a memorial in the Indigenous Studies room with a picture of the student, flowers and a sign-in book for people to write condolences.
 - A set time for staff and students to join in a circle of support – led by staff volunteer – a prayer/smudge for those who wish to take part – a talking circle if any of the students have questions or want to speak. (A support person from student services should be available and a part of the circle)
 - Allow the picture/table commemorating the student to remain in the Indigenous studies room for 2-3 days so that students/staff can visit if they wish to.
 - As much as possible arrange this time during the week and not on a Friday so that students can access supports.
 - Allow staff time to attend the wake/funeral in support of the family.
 - Contact the family to see if the school could arrange sandwiches for the wake/funeral.
 - Take the memorial down after a week and return room to its usual functioning.
 - Admin to check in with staff to see how they are coping with the loss.

If the loss happens when the school is not in session, the Principal or alternate will:

- Use the phone tree to alert staff of the student's passing.
- Contact student services/school counsellors to decide on steps for staff and students to follow. These could include:
 - Making sure that all staff have the information regarding the loss so that they are informed.
 - Open the school for family/school friends to share in the loss.
 - Contact the family to offer condolences and to see if the school could support in any way.
 - Once school is resumed have a memorial set up in the Indigenous studies room (as described above) so that students who may not have had a chance to attend

the wake/funeral are provided a chance to share regarding the school loss. If deemed necessary, follow the circle procedure from above.

- Admin to check in with staff to see how they are coping with the loss.

Memorial ceremonies

The school has 3 memorial events per school calendar year to give students an opportunity to address grief and loss – these happen in the fall, prior to Christmas break, and in the spring. Attendance is optional.

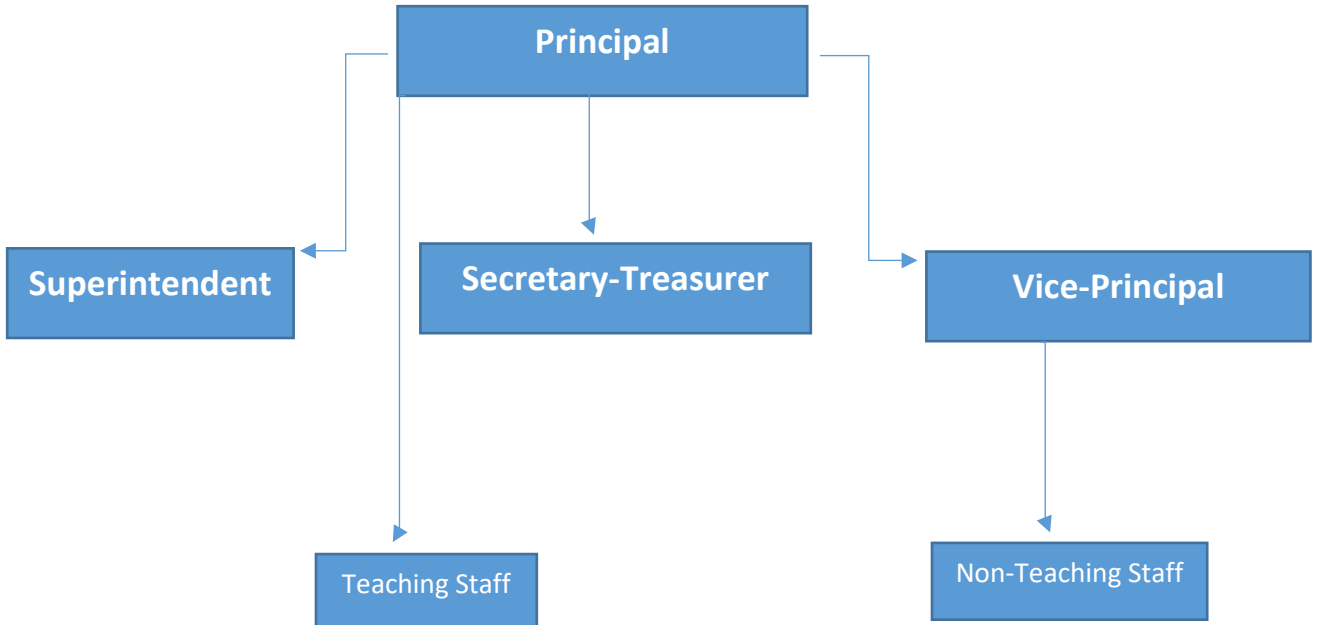
Fall/Spring – Memorials include:

- Students writing letters to loved ones who have passed on.
- Providing red roses to students
- Going to an outdoor site and building a fire.
- Staff volunteer to lead prayer and smudge the letters.
- Offering letters written to the fire.
- Walking to the bridge and letting roses go into the water to float away with the idea that they carry some pain away from grieving students and love toward their loved ones who have passed on.

Christmas – Candlelight Memorial includes:

- Setting up tables covered with paper in the Indigenous studies room.
- Setting candles out on the tables and arranging chairs in a circle around the tables.
- Playing CD with Indigenous music in the room.
- Staff volunteer to lead the memorial with smudging and a prayer.
- Students/staff light candles for loved ones with the idea of remembering them and asking them to share in Christmas celebrations with us; we are symbolically including them in our lives and lessening our loss.
- Candles remain lit for one hour as students/staff come and go.
- At the end of the hour the memorial closes with a prayer led by a staff volunteer, and once all students have left staff blow out the candles and return the room to its usual function.

BSEC Staff Emergency Phone/Text Tree



Note: All staff are required to send a text/call back acknowledging receipt of text/call within 5 minutes.

Incidents and Near Misses



a handbook for
Boyle Street Education Centre
Staff, Students and Contractors

CONTENTS

- 1 Reporting and Recording Protocol
- 2 Response and Investigation
- 3 WCB Claim Management
- 4 Critical Incident Form
- 5 Critical Investigation Form

A near miss, "near hit", "close call", or "nearly a collision" is an unplanned event that has the potential to cause, but does not actually result in human injury, environmental or equipment damage, or an interruption to normal operation.

OHS Committee defines a near miss as an incident in which no property was damaged and no personal injury was sustained, but where, given a slight shift in time or position, damage or injury easily could have occurred. Near misses also may be referred to as close calls, near accidents, accident precursors, injury-free events and, in the case of moving objects, near collisions.

A near miss is often an error, with harm prevented by other considerations and circumstances.

The phrase "near miss" should not be confused with the phrase "nearly a miss" which would imply a collision.

Reporting and Recording Protocol Staff Information

OHS legislation requires that employees (including volunteers) report and record all work-related incidents, including: near misses, property damage, injuries and illness. All employees must document the work-related incident on the Critical Incident form (Annexure Form 1). These situations are reported to ensure they are responded to promptly and thoroughly and to allow for investigation for the purposes of preventing reoccurrences.

For staff covered by the Worker's Compensation Board (WCB) additional reporting requirements may apply. WCB coverage applies to CTS teachers and custodial staff. All other staff are covered under BSEC's school benefit plan.

Employee Responsibilities

If you are injured at work or are suffering pain or discomfort from work related duties, involved in an event resulting in property damage or an event that could have resulted in property damage or injury:

1. Tell your Principal/Admin team what happened and get first aid or medical attention as needed.
2. Complete the *Critical Incident Report* form with your Principal/Admin team.
3. **If you obtain medical assistance, tell the doctor you were injured at work** and advise them if you have WCB coverage (Teachers do not). The doctor will generally give you a copy of the WCB physician's report which explains the conditions of your injury; you must give a copy to your Principal and Secretary-Treasurer. If you are not covered by WCB and have been or will be off work for more than four days, ask your doctor for a medical note indicating length of time away, dates able/unable to work, and date of return and/or next appointment. Work with the Secretary Treasurer and/or office Admin staff to file appropriate forms for coverage during the recovery period.
4. If you are covered by WCB you will also need to complete a *WCB Worker's Report of Injury* form (<https://www.wcb.ab.ca/claims/report-an-injury/for-workers.html>) if the following conditions apply:
 - a. If you need medical treatment
 - b. If you are off work beyond the date of your accident
 - c. If you have to perform different or fewer work duties as a result of your work injury; or
 - d. If you have suffered a permanent injury
5. Deliver the *WCB Worker's Report of Injury* form to the Secretary Treasurer/Principal. This form will be faxed, along with the *WCB Employer's Report of Injury*. Keep copies for yourself.

6. If you are going to be away from work beyond the day of the incident or require modified work duties, contact the Principal to assist you with your recovery and return to work.
7. Notify the Principal when your doctor indicates you may return to work, or any time they give you an update on treatment or status.

Principal/Admin team Responsibilities

If your employee has a work related injury or illness or involved in an event resulting in property damage or an event that could have resulted in property damage or injury:

1. Ensure that the employee gets first aid/medical assistance and accompany the employee by taxi or ambulance as appropriate. When medical attention is required, the doctor will, for WCB covered injuries, provide a completed *WCB Physicians Report* (<https://www.wcb.ab.ca/claims/report-an-injury/for-workers.html>) describing when the employee will be back to work and any work restrictions.
2. Secure the site if the incident is serious.
3. Ensure the *Critical Incident Form* is completed with the employee. File the completed record in a confidential and secure workplace location.
4. Complete your portion of the *Critical Incident Form*. Also complete the *Incident Investigation Report Form* (Annexure Form 2) – investigate, determine the cause of the incident and help prevent a similar incident from happening again.
5. If needed, get the employee to complete the *WCB Workers Report of Injury*.
6. Start the *WCB Employers Report of Injury* (<https://www.wcb.ab.ca/claims/report-an-injury/for-workers.html>) and submit the two forms to WCB before the 72-hour deadline.

For all WCB related reports, please visit <https://www.wcb.ab.ca/claims/report-an-injury/for-workers.html>.

Student Information

All BSEC students are covered by our student insurance policy from the time they leave home for school until the time that they arrive home from school. This applies to the general times that one would expect a student to be travelling to and from school.

If a student has a school related injury or illness or is involved in an event resulting in property damage or an event that could have resulted in property damage or injury:

1. Ensure that the student gets first aid/medical treatment. If the student requires hospital care Staff will accompany student by taxi or school van or ambulance as appropriate to the hospital.
2. Fill out the critical incident form with exact details.
3. Ensure that the student's parent/guardian or emergency person as identified on their registration form is informed of the incident. If the student has to be transported to the hospital arrange for the parent/guardian to meet you there.
4. If necessary, supply the necessary insurance forms to the parent/guardian/independent student and assist in filing these forms if help is needed.

Response and Investigation

Principal/Admin team shall report and investigate all incidents. An incident is defined as an event that took place that did or could have resulted in property damage or personal injury to a staff member. Examples include Near Misses, First Aid injuries, Medical Aid Injuries etc. The purpose of the investigation is never to find blame but to identify the immediate and underlying causes of the incident for necessary corrective measures to be identified and taken to prevent future incidents of a similar nature occurring again.

Protocol

1. Provide first aid/medical attention and survey the scene for hazards.
2. Manage the scene of the incident.
 - (a) For major incidents, isolate the area where the incident took place (if safe to do so) and try not to disturb the scene. This is to protect others from hazards or further injury and to preserve critical evidence necessary for an investigation. If there are any worksite conditions that pose a hazard and cannot be isolated, take steps necessary to control the hazards to keep everyone safe.
 - (b) For minor incidents, examine the workspace the incident took place in and try to determine what happened. Control any hazards present and make the space safe for work to continue after gathering any information needed (pictures etc). This may include removing tools or equipment, isolating portions of the site or replacing staff.
 - (c) Report the incident.
 - (d) Document the incident.
 - (e) Investigate.
 - (f) Take corrective action and follow-up.

WCB Claim Management

Purpose:

BSEC is committed to ensuring that all injury claims are effectively managed to promote an early and safe return-to-work. Communications will be maintained regularly with the injured employee.

Process:

The Principal/Admin team will:

- Provide WCB Worker Report Form
- Begin completing the WCB Employer Report Form
- Create a file – separate from personnel files
- Contact the employee at least once per week if they are unable to return-to-work. Ask about the general condition of the employee, nature of treatment, what doctor they are seeing, and the date of all appointments. Record all contacts.
- Contact WCB – contact the Case Manager, minimally every two weeks. Find out the condition of the injured employee, what the treatment or rehabilitation plan is, and the likely date of a return-to-work and identify any work restrictions. The amount and type of benefits provided to the injured employee should be discussed. Record all contacts.
- Determine Fitness to return-to-work. Prior to any return-to-work, whether to regular job duties or to modified work, obtain medical clearance from the treating physician.
- Review all documents and arrange a return-to-work. The WCB contact will also be notified.

Bulletin Protocols



- 1** Blood, body fluids and soiled materials should **never touch** your skin.
- 2** Use disposable gloves or a **protective barrier** for safety.
- 3** **Store** soiled items in a plastic bag.
- 4** **Clean and sanitize.**
- 5** Place in a container **lined** with a plastic bag.
- 6** **Wash** your hands.

a handbook for
Boyle Street Education Centre
Staff, Students and Contractors

CONTENTS

- 1 Eyewash Protocol
- 2 General Storage
- 3 Portable Heaters
- 4 Paper Cutters
- 5 Blood & Body Fluids

Personal Eye Wash Bottles

The following information is to serve as a guide for the safe use and maintenance of personal mobile eye wash equipment. This equipment can become hazardous if not properly maintained. If the bottles are not sanitary, if they are not filled with the correct solution or are not dated in any way to prove they have been maintained they may pose a hazard if they were used. It is recommended that any portable eye wash bottles that do not meet the requirements listed below be taken out of service and disposed of immediately. Due to the nature of the potential bacteria and contaminant hazard in these bottles, it would be better for them to be unavailable, than for them to be used in that state. This equipment is considered a necessity in certain areas and must therefore be replaced as soon as possible when it is used or disposed of.

Portable eye wash bottle recommendations:

- Eye wash equipment is recommended within division spaces that contain wood dust, chemicals or other substances that could potentially pose an eye hazard during the activities conducted in that space. (Examples of these spaces include: Wood working shops, automotive shops, cosmetology classrooms, science labs and some maintenance work spaces) In some instances permanent eye wash stations are available to meet this requirement.
- In spaces where these built in models are not available or practical, but an eye wash is still needed, it is recommended that the facility purchase single use/personal, self-contained, pre-filled, **sealed** saline eye wash bottles. These eye wash bottles are sealed units with a typical shelf life of 18 months. They have an expiry date on them and are one time use only.
- Using *refillable* bottles with any solution, especially tap water is **not** recommended. There is no way to guarantee sanitization of reusable bottles and solutions like tap water can become contaminated with bacteria growth in as little as one week.
- Any time an eye wash bottle is used, it is a recordable first aid incident that should be documented. One of the reasons for this process is to ensure the eye wash bottle is replaced after use.

- Eye wash bottles should be checked when performing inspection checklists in various spaces. If during an inspection a bottle is found unsealed or expired, it should be immediately removed from service and thrown away. A replacement should be obtained as soon as possible.
- With regards to replacement bottles, it is **not** a good idea to keep extra stock at your facility as its life span is running out while it's stored. You could buy an entire case that becomes useless after it's sat in a store room for a year. Most suppliers guarantee that a bottle will have at least 18 months lifespan left before its expiry date at time of purchase.
- When looking for adequate replacements for your spaces, try and obtain one that will still fit in whatever holder you have installed to ensure ease to the replacement process. Be sure to purchase a personal use bottle, not a refill bottle.

Portable Heaters

BSEC staff working in offices often supplement the building's heating system with small portable space heaters. While these devices are useful to attain a comfortable temperature, they must be used with extreme caution to prevent injury and fire. The following guidelines must be followed in order to safely use a portable heater:

Turn heaters off when you leave the room. Some heaters require that you unplug them too — check safety stickers and labels on the heater and cord.

Position the heater that it will not be tipped, or purchase portable space heaters with an auto shut off so if they're tipped over they will shut off.

Keep heaters at least 3 feet away from anything that can burn or melt as per NFPA guidelines. ie. Recycle and waste bins.

Thermostat controlled heaters are best.

Electrical heaters draw a large amount of electrical power. If a circuit breaker "trips" when using a heater, re-plug other electrical devices to receptacles on different circuits to prevent overloading.

Use according to manufacturer's operating instructions.

Never suspend the heater on the wall.

Minimize tripping hazards.

Choose a heater approved by an accredited certification organization.

Don't run electrical cords under rugs. They could become damaged and set the carpet on fire.

Paper Cutters (Guillotine Style)

Guillotine paper cutters have developed something of a dangerous reputation. Because they are equipped with extremely sharp blades and exert substantial force, they are effective in getting things done. The same features that make paper cutters effective also make them dangerous.

Because of these things, accidents involving these paper cutters do occur from time to time.

Paper cutters are available in more styles than you can possibly imagine. There are literally hundreds of styles of available. Not all paper cutters are built the same-especially when it comes to quality and safety. It is recommended that all guillotine style paper cutters in use within BSEC have the following safety features:

A - Top Blade Guard

The top blade guard is, by far, the most important safety feature available on guillotine cutters. Surprisingly, many people remove the safety guard when they use the cutter.

While the guard may be a little obtrusive, working without fingers is far more troublesome. Sometimes the blade guard is a metal bar positioned close to blade, but superior blade guards are made of plastic and will prevent users from getting their fingers near the blade on either side of the machine.

B - Under Blade Guard

Often this blade guard is simply a piece of wood that hangs lower than the blade when in the closed position. This guard prevents anyone from touching the blades edge when moving the cutter as it keeps the blade edge from protruding under the device when in the closed position. Many modern styles of guillotine paper cutters do not come with this guard/feature, however it is a critical component of a safe paper cutter.

C - Blade Latch

The blade latch locks the blade down when you are not using the cutter. It is usually a small wire that simply hooks over the handle. Sometimes it's a piece of metal connected to the bottom of the handle. The purpose of the blade latch is to keep the blade down so that no one accidentally or impulsively grabs, strokes, or touches the blade. This latch also prevents the blade from unintended movement when the paper cutter is relocated.

D - Tension Spring

All guillotine type units should be equipped with tension springs. The tension spring is attached to the back of the blade and is engineered to prevent the blade from rushing down when the handle is released. Guillotine cutters without this spring live up to name, guillotine, and are very, very dangerous. You should never operate a paper cutter that has no tension spring. It is literally an accident waiting to happen. No cutting task is worth losing a digit over. If your cutter has no tension spring, take it out of service and put it in a safe and secure location until the tension spring or entire cutter can be replaced.

The biggest single factor in guillotine paper cutter safety is the user. There is simply no substitute for good common sense. Do not use one when you are distracted or when you cannot give your full attention to the task at hand. Even units with safety features can still cause accidents. These types of machines are wonderful tools because of their powerful blades and ability to easily cut through piles of paper. However, for the very same reasons it is a good tool, it is a dangerous one. Always exercise caution when using one of these machines and do not use one that isn't equipped with safety features.

Rotary style paper cutters are the new generation of paper cutters. These are the safest style of cutter as the cutting blades are encased in a plastic housing that virtually eliminates the chance of personal injury. The rotary action of these trimmers allows the blade to cut in either direction and sharpen itself as it cuts.

Safety Precautions

- Inspect all guillotine style paper cutters to ensure that a guard and locking mechanism is in place and torsion springs are working (i.e. torsion spring is not working if the blade does not stay up when the handle is released).
- Do not allow students to use guillotine type paper cutters. These should not be found in classrooms, libraries or other areas used by students.
- If any guard/latch or safety device is missing or not working effectively, remove the cutter from service or have a guard installed.

Blood & Body Fluids

IMPORTANT: Disposable gloves are required to be in your first aid kits as a barrier device when providing first aid and dealing with blood and bodily fluids.

The following applies mainly to diseases transmitted through blood but should also be followed when handling other body fluids such as saliva, vomit, urine or feces.

What is a blood borne disease and how is it transmitted?

Blood borne disease (e.g. hepatitis B virus, hepatitis C virus, HIV/AIDS--human immune- deficiency virus) is illness caused by harmful biological organisms that live primarily in blood.

Most staff and students are not at high risk of exposure to blood borne pathogens. Blood borne diseases are not transmitted through casual contact, however can develop if infected blood enters the body through cuts, mucus membranes (eyes, nose, mouth) and breaks in the skin.

What is the risk of disease transmission in a school setting?

Staff is at potential risk when there is a possibility of blood contact when cleaning up blood spills, giving first aid or working with children who are known biters. Employees that may be at most risk include custodial staff, first aid personnel, educational assistants, physical education teachers and outdoor supervisors.

Blood and body fluids visually contaminated with blood present the highest risk for disease transmission. The greatest risk is from a penetrating injury such as a needle stick. Saliva and other body fluids may contain viruses but in low concentrations compared to blood. According to Capital Health "the risk of transmission from biting is far less than the risk from exposure due to a penetrating injury such as a needle stick". Biting can pose a risk to the person who is bitten as well as the person who bites if there is a break in the skin. The risk is higher if there is visible blood to the wound. Bites, if not properly treated, may result in infection with organisms that do not cause serious diseases.

How do I know if a person has a blood borne disease?

You usually don't as carriers do not usually exhibit symptoms. For confidentiality reasons, health professionals cannot disclose the medical status of individuals without their permission.

Blood borne diseases are notifiable diseases under the Public Health Act. If a staff member or student becomes infected, physicians and laboratories must report this to regional public health officials. Public health nurses will notify individuals who may have close contact with the infected person and advise of special precautions.

How can the spread of blood borne diseases be prevented in the workplace?

Since we do not usually know whose blood is infected, the safest approach is to treat all blood and body fluids as if it contains germs. Universal precautions have been adapted and apply to situations where staff and students have risk of exposure to blood or body fluids.

Universal Precautions include:

- disposable gloves provide a barrier to blood/body fluids; use eye protection if needed
- wash hands when gloves are removed or whenever skin contacts potentially infectious fluids
- use barrier masks when performing artificial respiration
- train staff on proper precautions and clean up procedures
- immunize staff in frequent contact with blood or work with higher-risk populations (e.g. children with biting behaviors)

What is considered an exposure to blood and body fluids (in order of risk)?

- punctures of the skin with blood-contaminated needles, scalpels, or other sharp instruments
- splashes to skin bearing minute scratches, abrasions, burns, or even minor rashes
- splashes to mucous membranes in the mouth, nose, or eyes
- biting or scratching injury where visible blood is present

What should you do if exposed to blood or body fluids at school or work?

- Treat all blood and body fluids as potentially infectious.
- Flush exposed area with soap and water for at least 15 minutes allowing the wound to bleed.
- Immediately seek medical attention if you experience a bite injury where there is blood or a break in the skin, punctures from a needle or epipen, or blood splash.
- Immediately report incident to your supervisor. Notify the Principal as soon as possible, who may refer the employee to a family physician or ER. In the case of hepatitis B, if the blood is known to contain the virus and the exposed person has not been vaccinated or does not have antibodies against hepatitis B, post-exposure immunization may be recommended to reduce the risk of infection.
- Document the exposure incident on the applicable forms: Incident Report, WCB Reports (if medical treatment is sought). Send a copy to the Principal and file a copy at the worksite.

What is the procedure for cleaning up a blood spill?

For small spills

- Wear personal protective equipment if needed (e.g. gloves, eye protection).
- Isolate the spill area to prevent other people from contacting it.
- Gather paper towels and spray bottle of disinfectant solution; solution comprised of 10% bleach (one part bleach to 10 parts water made fresh) or equivalent low level disinfectant.
- Pour disinfectant solution onto spill surface and let stand for 10 minutes. (Note: consult with the custodian if the spill is on a carpet or soft furnishings).
- Blot up solution with paper towels and wipe clean.
- Apply more disinfectant solution and wipe again.
- Place soiled paper towels in plastic bag.
- Remove gloves (folding inside out) and place in plastic bag with soiled towels.
- Close plastic bag and dispose of as general waste.
- Wash hands thoroughly with soap and water.

What do you do with a used needle or epipen?

Refer to Principal or custodian and the article will be disposed of correctly in a sharps container.

Bulletin: Blood & Body Fluids 2

Bulletin: What to do if you find a needle?

What to do if you or someone else finds a needle in the community

Finding needles in the community is a health and safety concern. Everyone needs to know what to do when a needle is found.

If you see a discarded needle, you can choose to dispose of it yourself (this is not a job expectation of BSEC staff), or you can call local police for assistance.

How to handle a found needle yourself:

- Use a pair of tongs, pliers or tweezers to pick up the needle. It is best to wear rubber gloves.
- Pick the needle up by pointing the needle tip down and away from you.
- Put the needle in a container that has been placed on a stable surface. A sharps container, bleach container, or plastic peanut butter jar work well. You should not use a glass jar, light plastic container, or a milk carton, as they could break or needles could poke through.
- Never try to put the cap back on the needle.
- Wash your hands with soap and warm water.
- Take the container to a pharmacy or to a sharps drop off location.

When to call for help

- If you are too nervous to pick it up.
- If you see many needles in a pile, for example, in a stairwell or behind a dumpster.
- If you see broken needles scattered on the ground.
- If you have no way of taking the needle in an adequate container to a safe place.
- If you have identified a needle in a location that could put others at risk, ie. a playground, but you cannot safely remove it, try and take steps to keep others safe from the hazard. This may involve leaving someone at the location to supervise the area while waiting for local police to respond.

Are these needles dangerous? Yes.

- When a needle has been used, there is often blood inside.
- This blood can contain germs, which could cause serious diseases like Hepatitis and HIV/AIDS.
- If a person is poked by a needle, he or she may become infected with a disease.

What should you do if you get poked by a needle?

If you have been poked by a needle or other sharp object that you suspect has been in contact with blood or a body fluid containing blood, you should IMMEDIATELY:

- Encourage the wound to bleed by gently squeezing it. Wash the affected body part with soap and water;
- Disinfect with an alcohol swab;
- Apply a band aid.
- Immediately go to the Hospital Emergency Department.
- If the injury happens when you are at work, be sure to tell your immediate supervisor.

Bulletin: Blood & Body Fluids 3

Pets in Schools

Pets in the classroom can provide valuable learning opportunities for staff and students.

However, school staff should be aware of the potential health risks associated with handling and caring for animals. Animals can carry infections that are harmful to humans. Pet dander and waste can also have an adverse effect on indoor environmental quality. The decision whether to keep pets in the classroom or school should consider the potential health risks to staff and students, whether pets can be properly cared for, and whether safe handling precautions can be followed. Before allowing pets in a school or work setting consider the following:

- Approval from the site administrator should be obtained before bringing any pet on site. The person bringing the pet on site is responsible for its proper care.
- Classrooms or work areas that have individuals with poor health status, asthma or allergies should not allow pets. If you have pets in your facility, inform parents before they enroll their child.
- All pets should be in good health, have up to date vaccinations, show no evidence of disease, and be friendly toward children.
- All reptiles carry Salmonella bacteria. Therefore reptiles including turtles and iguanas are not appropriate pets for schools. Also avoid exotic pets such as ferrets, or wild animals such as bats, and skunks.
- Pets should not be allowed to roam free in the building classroom but should be caged or under restraint.
- Food should not be allowed in pet contact areas and pets should not be allowed in areas where food and drink are prepared or consumed.
- Teach staff and students to wash hands thoroughly with soap and water after handling pets or pet items and before eating.
- Students should be taught how to behave around a pet. They should not provoke the pet or remove the pet's food.
- Students should be taught to keep their faces away from a pet's mouth, beak, or claws and never to kiss an animal.
- Persons with open cuts or sores should not handle pets. Disposable gloves are recommended. If someone is scratched or bitten immediately wash the wounds well with soap and water.

- Keep a tray or drop sheet under pet cages to capture pet waste and materials. Do not allow these materials to spill onto floors and furnishings.
- Clean the pet's living area at least once a week. All pet waste should be disposed of immediately.
- Pet waste boxes should not be accessible to children. Place feces and waste in a plastic bag and then dispose in the outside trash bin.
- Never clean cages in kitchens or anywhere where food is prepared or eaten. Do not use kitchen sinks bathtubs or shower stalls for cleaning pet cages unless thoroughly disinfected afterwards.
- Wear vinyl or household cleaning gloves when cleaning aquariums or animal cages. Wash hands well when finished.

Inspection Forms



a handbook for
Boyle Street Education Centre
Staff, Students and Contractors

CONTENTS

- 1 General Classroom
- 2 Office/Shared Spaces
- 3 Construction Classroom
- 4 Cosmetology Classroom
- 5 Foods Classroom
- 6 Gymnasium/Fitness Room
- 7 Science Classroom

An organizational culture that supports safety is essential for the prevention of injuries and illness. Management systems and programs can provide an effective safety framework; however, it ultimately is the worker's perception of the value of safety to himself and the importance of safety to the organization that governs safety performance.

Workplace inspections help prevent incidents, injuries and illnesses. Health and safety committees can help plan, conduct, report and monitor inspections. Regular workplace inspections are an important part of the overall occupational health and safety program and management system.

Inspections are important as they allow you to:

- listen to the concerns of staff and administrators
- gain further understanding of jobs and tasks
- identify existing and potential hazards
- determine underlying causes of hazards
- recommend corrective action
- monitor steps taken to eliminate hazards or control the risk (e.g., engineering controls, administrative controls, policies, procedures, personal protective equipment)

Acknowledgements

This handbook was developed with input from:
Battle River School Division OHS Handbook
Work SAFE Alberta, Alberta Government
Alberta Education

General Classroom Inspection Checklist

Date:	
Workplace:	
Area being inspected:	
Name of person conducting assessment:	

Section 1 – Inspection Checklist

Ref.	Inspection Item			
1. Walking Surfaces				
1.1	Floors/stairways/aisles/ramps/corridors clear	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.2	No tripping hazards (cords, carpets/rugs secure)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.3	Floors even, no holes/cracks or trip hazards; not slippery	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.4	Walking/standing surfaces free of obstructions, slip/trip hazards	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2. First Aid				
2.1	First Aid training current; kits (if required) maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.2	Incident and Student Accident Forms available and being used	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3. Housekeeping/Environmental Conditions				
3.1	No unnecessary room clutter	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.2	No accumulation of surplus items/garbage/recyclable materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.3	Ventilation vents and grills not blocked	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.4	No evidence of water damage, mould or unpleasant odours	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.5	No accumulation of surplus items/garbage/recyclable materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.6	No evidence of animal waste or pests	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4. Fire Prevention and Emergency Preparedness				
4.1	Fire extinguishers inspected monthly, tags, initialled; serviced annually	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.2	Fire doors/exits clearly marked, kept unlocked/unobstructed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.3	No accumulation of combustible materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
4.4	Adequate number of leak proof waste containers; emptied daily	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.5	Staff and students aware and trained on emergency procedure plans	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5. Hazard Control				
5.1	Filing cabinets not obstructing student or staff movement in the classroom	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.2	Supplies and materials are moved safely, proper lifting techniques	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.3	No storage within 40 cm of ceiling re: sprinkling system	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.4	Chairs in good condition, staff chair adjustable	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.5	Adequate lighting and workspace for required tasks	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.6	Access to phone for support if needed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6. Equipment				
6.1	Safety guards present on moving equipment ie paper cutters	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.2	Appropriate step stools or ladders available to reach tall storage	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.3	Equipment is safe, in good repair and maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.4	Educational IT properly secured and maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.5		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.6		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7. Other				
7.1	Adequate window coverings/screens	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.2		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.3		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.4		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Offices, Workrooms, Shared Storage Spaces Inspection Checklist

Date:	
Workplace:	
Area being inspected:	
Name of person conducting assessment:	

Section 1 – Inspection Checklist

Ref.	Inspection Item			
1. Walking Surfaces				
1.1	Floors/stairways/aisles/ramps/corridors clear (not used for storage)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.2	No tripping hazards (cords, carpets/rugs secure)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.3	Floors even, no holes/cracks or trip hazards; not slippery	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.4	Walking/standing surfaces free of obstructions, slip/trip hazards	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2. Bookcases, Shelves and Cabinets				
2.1	Stable and secure; not overloaded; no potential for falling objects; materials stored at appropriate heights for items size and weight; easily accessible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.2	File cabinets/storage do not open into aisle	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3. General Housekeeping/Environmental Conditions				
3.1	No unnecessary room clutter	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.2	No accumulation of surplus items/garbage/recyclable materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.3	Ventilation vents and grills not blocked	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.4	No evidence of water damage, mould or unpleasant odours	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.5	No accumulation of surplus items/garbage/recyclable materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.6	No evidence of animal waste or pests	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4. Fire Prevention and Emergency Preparedness				
4.1	Fire extinguishers inspected monthly, tags, initialled; serviced annually	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.2	Fire doors/exits clearly marked, kept unlocked/unobstructed; no accumulation of combustible materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
4.3	First Aid kits are adequate and maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.4	Adequate number of leak proof waste containers; emptied daily	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.5	Staff aware and trained on emergency procedure plans	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5. Hazard Control				
5.1	Filing cabinets not obstructing student or staff movement in the classroom	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.2	Supplies and materials are moved safely, proper lifting techniques	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.3	No storage within 40 cm of ceiling re: sprinkling system	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.4	Chairs in good condition, staff chairs adjustable	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.5	Adequate lighting and workspace for required tasks	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.6	Access to phone for support if needed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6. Equipment				
6.1	Safety guards present on moving equipment ie paper cutters	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.2	Appropriate step stools or ladders available to reach tall storage	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.3	Equipment is safe, in good repair and maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.4		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.5		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.6		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7. Other				
7.1	Adequate window coverings/screens	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.2		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.3		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.4		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Construction Technology Inspection Checklist

Date:	
Workplace:	
Area being inspected:	
Name of person conducting assessment:	

Section 1 – Inspection Checklist

Ref.	Inspection Item			
1. General Safety/Housekeeping				
1.1	Electrical cords and cover plates in good condition; adequate number of outlets, 1 meter clearance for panels	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.2	Equipment operation area tidy/well organized	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.3	No food/drink in shop areas	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.4	No storage of large/heavy items over 2m above floor level	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.5	Non-skid surfaces in front of machines	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.6	Safety zone of at least two feet clearly marked around hazardous equipment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.7	Scrap stored promptly and safely in provided containers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.8	Shop safety rules are communicated and clearly posted	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.9	Walking/standing surfaces free of obstructions, openings, slip/trip hazards	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.10	Wood storage/shelving/cabinets are tidy & secure	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2. First Aid and Emergency Preparedness				
2.1	First Aid Kit stocked; Incident and Student Accident forms available	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.2	Eyewash stations adequate/maintained, bottles sealed/not expired	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3. Hazard Control				
3.1	Appropriate Personal Protective Equipment available, properly fitted/used	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.2	Fire/spark watch procedures in place	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.3	Push bars and blocks available and used	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.4	Mechanical aids for lifting/handling loads	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
4. Chemical/Hazardous Material Management				
4.1	Current Safety Data Sheets (less than 3 years) accessible for all WHMIS/GHS products, all containers labelled	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.2	Chemical inventory current, accessible and properly stored	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.3	Appropriately labelled waste disposal area and containers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5. Equipment				
5.1	Barriers in place to limit exposure to welding flash and sparks	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.2	Equipment guards used at all times, table saw blades retracted after use	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.3	Equipment locked out when being serviced or broken; lockout procedures	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.4	General/safe operating instructions posted near all major shop equipment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.5	Leak detection system in place for welding (e.g. acetylene gas), back flow preventers installed at torch end	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.6	Ladders (proper selection, good condition, 3 point contact)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.7	Limited use of hazardous woods	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.8	Master control and emergency shut-off switches unobstructed / maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.9	Equipment that requires it has magnetic switches to prevent unintended reactivation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.10	All major equipment is tied to the emergency stop	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.11	Preventative maintenance program in place, hand tools maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.12	Saw blades/grinder wheels inspected before each use and maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.13	Tool/equipment storage is tidy, safe and promptly maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.14	Bench grinder tool rest set at or within 3mm of the wheel face , at or above the centre line of the wheel	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6. Fire Prevention				
6.1	Approved container for flammable waste and oily rags; emptied daily	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.2	Combustibles neatly stored away from equipment and ignition sources	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
6.3	Outlets not overloaded, extension cords not used as permanent wiring	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.4	Explosion proof switches and fixtures (e.g. paint room)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.5	Non-combustible waste bins used	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.6	Fire evacuation routes/map posted, Fire exits unobstructed; clearly marked	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.7	Wood dust collection system emptied and in safe working order	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.8	Fire extinguisher clearly marked, inspected monthly, serviced annually	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.9	Fire guards between gas appliances/ equipment and combustible materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.10	Flammable stored in proper flammable storage cabinet	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.11	Gas cylinders properly stored and secured	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7. Indoor Environmental Quality				
7.1	Environment free from excessive dust, smoke, etc.;	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.2	High noise generating equipment identified and Personal Protective Equipment worn as needed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.3	No evidence of visual mould/water damage or standing water	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.4	Room ventilation operational/unobstructed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8. Other				
8.1	Compressed Air safe work procedures in place, not used to on staff/students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Cosmetology Room/Laboratory Inspection Checklist

Date:	
Workplace:	
Area being inspected:	
Name of person conducting assessment:	

Section 1 – Inspection Checklist

Ref.	Inspection Item			
1. General				
1.1	Entrance, doorways and floors are kept free from obstruction e.g. boxes/slip hazards	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.2	Floors are in good condition with no cracks, dips, holes, tears or rips	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.3	Floors are clean (e.g. no rubbish) and not slippery (e.g. no water/substances)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.4	Computer and other electrical leads and cables are kept clear of pathways and walkways	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.5	Sinks/counters are free from debris and tidy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.6	No food or drink in work areas	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.7	Furniture is in good condition/ceiling tiles in place and not damaged	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.8	Written salon safety rules are communicated and posted	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2. Lighting				
2.1	Lighting is in good working order (e.g. no flickering or blown bulbs)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.2	Light covers are in place and not damaged	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3. Chemical/Hazardous material management				
3.1	Chemicals labelled, stored properly, sealed effectively and in appropriate containers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.2	Flammables and corrosives stored in correctly labelled cabinets	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.3	Current SDS (less than three years old) accessible for all WHMIS/GHS products	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.4	Safer chemicals substituted when possible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.5	Scented/fragrance containing products used minimally	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
3.6	Acrylic nail services not provided unless adequate local exhaust ventilation is in place	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.7	Minimal acetone containing products on site – used infrequently	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4. Hazard control				
4.1	Appropriate PPE available and used (gloves, aprons, safety glasses)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.2	Equipment cleaned, disinfected or sterilized between users	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.3	Sharps containers available for instruments used to pierce skin	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.4	Smocks readily available and frequently laundered	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.4	Storage racks are in good condition (e.g. no bowed shelves)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.5	Step ladder is available and in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.6	Storage of heavy/awkward materials > 2 m above floor level avoided	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5. Equipment				
5.1	Laundry area and lint trap properly maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.2	Safe operating instructions posted on or near all hazardous equipment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6. Fire Prevention				
6.1	Electrical outlets not overloaded, extension cords not used as permanent wiring	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.2	No accumulation of combustible materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7. Personal Protective Equipment (PPE)/ Safe Work Procedures				
7.1	PPE is available and in good condition (e.g. no damage)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8. Eye wash				
8.1	Emergency eyewash available and maintained, bottles sealed/not expired	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9. First aid and emergency management				
9.1	First aid kit is available and accessible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9.2	Student Accident and Incident Reports available and used	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9.3	A fire extinguisher is available, accessible and has been tested in the last 12 months (check tag)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9.4	Emergency Management Plan is clearly displayed and legible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item		
9.5	Emergency exit door(s) are clearly signposted, illuminated and unobstructed	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
10. Other			
10.1		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
10.2		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
10.3		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A

Food Studies/Kitchen Inspection Checklist

Date:	
Workplace:	
Area being inspected:	
Name of person conducting assessment:	

Section 1 – Inspection Checklist

Ref.	Inspection Item			
1. General Safety/Housekeeping				
1.1	Electrical cords, equipment, cover plates etc. good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.2	Food prep safety rules are communicated and posted (Foods only)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.3	Shelving and cabinets tidy and secure	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.4	Walking/standing surfaces free of obstructions, slip/trip hazards	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.5	Sinks are free from debris and other material	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2. First Aid and Emergency Preparedness				
2.1	First Aid training current; kits (if required) maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.2	Incident and Student Accident Forms available and being used	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3. Personal Hygiene and Sanitation				
3.1	Good personal hygiene practiced (e.g. hand washing)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.2	Hand washing and cover your cough posters posted	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.3	Appropriate hand soap and cleaners are available	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.4	Separate cutting boards used for meats and vegetables- sanitized between use	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.5	No accumulation of surplus items/garbage/recyclable materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.6	Food prep and storage area(s) clean, tidy and well organized, food separation guidelines met	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4. Chemical/Hazardous Material Management				
4.1	Appropriate storage and segregation of food and chemicals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.2	Current SDS accessible for all WHMISHS products	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.3	All products and containers labelled properly	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
5. Indoor Environmental Quality				
5.1	Adequate number of leak proof waste containers; emptied daily	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.2	Facility free of animals/pests	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.3	Fume hoods operational/filters clean	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.4	No evidence of visual mould/water damage or standing water	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.5	Room ventilation operational and unobstructed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6. Hazard Control				
6.1	Appropriate protective equipment available (e.g. oven mitts, aprons)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.2	Supplies and materials are moved safely, proper lifting techniques	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.3	Staff/students trained in how to handle pot and grease fires (Foods only)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.4	Written safe work procedures for hazardous tasks - oven cleaning, etc.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.5	Knives placed in dishwasher blade down only	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.6	Pots and pans on stove top never have handle sticking out	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7. Fire Prevention				
7.1	Electrical outlets not overloaded, extension cords not used as permanent wiring	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.2	Fire evacuation routes/map posted	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.3	Fire exits unobstructed; clearly marked	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.4	Fire extinguisher clearly marked, inspected monthly, serviced annually	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.5	No accumulation of combustible materials/recycling	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8. Equipment				
8.1	Microwaves are safe for use, vent louvers not blocked	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8.2	Appropriate step stools or ladders available to reach tall storage	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8.3	Equipment is safe, in good repair and maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8.4	Fridges are kept at a maximum temperature of 4°C	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
8.5	Freezers are kept at a maximum temperature of -18°C	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8.6	Fridges and freezers have thermometers to verify temperature	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8.7	Knives and sharp implements stored in appropriate manner	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8.8	Protocol in place/followed for inspecting equipment prior to each use	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9. Hazardous and biological waste				
9.1	Labelled waste disposal containers are being used (plastic, no more than 5L)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9.2	Waste disposal containers are segregated according to Dangerous Good class	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9.3	Sharps containers are provided and are in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
10. Other				
10.1	Adequate window coverings/screens	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
10.2	Perishable food in fridges, freezers and cupboards are labelled with dates	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
10.3	No storage within 40 cm or 16 inches of ceiling if equipped with sprinklers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
10.4	No storage within 1 meter or 39 inches of ceiling if not equipped with sprinklers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Gymnasium Inspection Checklist

Date:	
Workplace:	
Area being inspected:	
Name of person conducting assessment:	

Section 1 – Inspection Checklist

Ref.	Inspection Item			
1. Walking Surfaces				
1.1	Floors/workout area/sports area/mirror area clear	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.2	No tripping hazards (cords, carpets/rugs secure)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.3	Floors even, no holes/cracks or trip hazards; not slippery	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.4	Walking/standing surfaces free of obstructions, slip/trip hazards	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2. First Aid				
2.1	First Aid training current; take along kits (if required) maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.2	Incident and Student Accident Forms available and being used	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.3	Quick access to First Aid or First Aid kit maintained in fitness area	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3. Housekeeping/Environmental Conditions				
3.1	No unnecessary room clutter	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.2	No accumulation of surplus items/garbage/recyclable materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.3	Ventilation vents and grills not blocked	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.4	No evidence of water damage, mould or unpleasant odours	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.5	Laundry taken care of in a managed routine	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.6	No evidence of animal waste or pests	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4. Fire Prevention and Emergency Preparedness				
4.1	Fire extinguishers inspected monthly, tags, initialled; serviced annually	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.2	Fire doors/exits clearly marked, kept unlocked/unobstructed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.3	No accumulation of combustible materials	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.4	Adequate number of leak proof waste containers; emptied daily	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
4.5	Staff and students aware and trained on emergency procedure plans	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5. Hazard Control				
5.1	Storage cabinets not obstructing student or staff movement in the gymnasium	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.2	Supplies and materials are moved safely, proper lifting techniques	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.3	No storage within 40 cm of ceiling re: sprinkling system	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.4	Proper cleaning of equipment between users	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.5	Adequate lighting and workspace for required tasks	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.6	Access to phone for support if needed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6. Equipment				
6.1	Fitness equipment in proper working order and maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.2	Appropriate step stools or ladders available to reach tall storage	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.3	Sports equipment is safe, in good repair and maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.4	Educational IT properly secured and maintained	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.5		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.6		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7. Other				
7.1	Adequate window coverings/screens	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.2	Adequate padding on upright supports to address potential injury	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.3		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.4		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Science Room/Laboratory Inspection Checklist

Date:	
Workplace:	
Area being inspected:	
Name of person conducting assessment:	

Section 1 – Inspection Checklist

Ref.	Inspection Item			
1. General				
1.1	Entrance, doorways and floors are kept free from obstruction e.g. boxes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.2	Floors are in good condition with no cracks, dips, holes, tears or rips	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.3	Floors are clean (e.g. no rubbish) and not slippery (e.g. no water/substances)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.4	Computer and other electrical leads and cables are kept clear of pathways and walkways	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.5	Sinks are free from debris and other material	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.6	Work benches are clean and free from debris	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.7	Furniture is in good condition (e.g. do damage)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
1.8	Ceiling tiles are in place and not damaged	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2. Lighting				
2.1	Lighting is in good working order (e.g. no flickering or blown bulbs)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.2	Light covers are in place and not damaged	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3. Chemical storage				
3.1	Dangerous goods are segregated per the Segregation of Dangerous Goods Chart	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.2	Flammables and corrosives stored in correctly labelled cabinets	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.3	Decanted chemicals are stored in labelled containers (not food containers) with the label intact and legible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.4	Bunding or spill trays are available for storage of liquids	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.5	Safety carriers are provided for the transportation of Winchesters and residue containers transported using carriers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
3.6	'No Eating or Drinking' signage is clearly displayed and legible in chemical storage areas	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
3.7	Food or drinks are not stored in laboratory fridges and freezers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4. Gas cylinders				
4.1	Gas cylinders are stored upright, chained and supply valves are closed/capped when not in use	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
4.2	Gas cylinders are stored away from ignition sources and combustible material (at least 3m)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5. General storage				
5.1	General items are stored so that they are not at risk of falling	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.2	Frequently used, heavy and bulky items are stored within easy reach (between waist and shoulder height)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.3	Storage racks are in good condition (e.g. no bowed shelves)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.4	Step ladder is available and in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
5.5	Trolleys are available and in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6. Bunsen burners				
6.1	Hose is free from cracks, holes or pinch points	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
6.2	The hose fits securely on the gas valve and burner	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7. Autoclaves and centrifuges				
7.1	Autoclave(s) are clean and tidy and	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.2	Autoclave(s) has been serviced in the last 12 months (check date on service label)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
7.3	Centrifuge tubes are in good condition (e.g. no chips or cracks)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
8. Biological material storage				
8.1	Specimen jars are labelled, intact and legible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9. Fume cupboards				
9.1	Fume cupboards are clean and not used for general storage	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
9.2	Fume cupboards have been tested within the last 12 months (check date on service label)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
10. Hazardous and biological waste				
10.1	Labelled waste disposal containers are being used (plastic, no more than 5L)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Ref.	Inspection Item			
10.2	Waste disposal containers are segregated according to Dangerous Good class	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
10.3	Sharps containers are provided and are in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
11. Electrical safety				
11.1	Electrical points are in good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
11.2	Power boards have a residual current device and are not connected in a "piggy back" manner are tested and tagged	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
11.3	Damaged or faulty items of equipment have been electrically isolated and tagged out	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
12. Personal Protective Equipment (PPE)/ Safe Work Procedures				
12.1	PPE is available and in good condition (e.g. no damage)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
12.2	PPE storage facilities are accessible and clean	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
12.3	PPE storage facilities are clearly and legibly signed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
13. Eye wash and safety shower				
13.1	The safety shower is working and accessible (e.g. free from obstruction and trip hazards)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
13.2	The eye wash hose is working and accessible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
13.3	Safety shower and eye wash station signage is clear, intact and legible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14. First aid and emergency management				
14.1	First aid kit/cabinet is available and accessible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14.2	A spill kit is available and accessible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14.3	A fire blanket is available, accessible and has been tested in the last 6 months (check tag)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14.4	A fire extinguisher is available, accessible and has been tested in the last 12 months (check tag)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14.5	Rooms gas isolation switch is in good working order	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14.6	Emergency stops are correctly labelled, unobstructed and intact	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14.7	Emergency Management Plan is clearly displayed and legible	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14.8	Emergency exit door(s) are clearly signposted, illuminated and unobstructed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A



STUDENT HEALTH AND SAFETY CONTRACT

CAREER AND TECHNOLOGY STUDIES (CTS), SCIENCE and FINE ARTS PROGRAMS

Your school and teachers are responsible to provide safe learning and working conditions and to ensure safe and healthy work practices are followed by all staff and students. Students must renew this contract at the beginning of each school year or semester. The purpose of these health and safety rules and expectations is to ensure consistent standards throughout all science, fine arts, and career and technology (CTS) programs at Boyle Street Education Centre. Please complete and sign the attached checklist with your parent or guardian **if you are not an independent student**.

Students will be instructed on the specific health and safety rules and practices for each class, course, lab, activity including the operation of equipment within each class as the need arises. In some situations, variations to these practices may be warranted but only if specifically **authorized by the teacher**. The teacher and parents/ guardians of the student must also approve any related work conducted outside the school's facilities.

These rules/expectations reflect division and regulatory occupational health and safety (OHS) requirements. Non-compliance will be investigated by the teacher and may result in immediate removal of the student from the classroom, laboratory, activity, or work site. Abuse of health and safety rules may result in removal from the course, program, and/or loss of credits. **(Students are not permitted to undertake any practical projects until this form is completed and returned to the teacher).**

If you have any questions about these rules and expectations, please discuss with the teacher.



STUDENT HEALTH AND SAFETY CONTRACT

GENERAL HEALTH AND SAFETY RULES AND EXPECTATIONS		
Student Name	Grade:	
School Name: Boyle Street Education Centre	School Year:	
<p>These expectations reflect regulatory, division and school health and safety requirements. The active participation of students in our CTS, Science and Fine Arts programs in a safe and healthy environment is our priority. Students are expected to follow health and safety rules/procedures and to take responsibility for the health and safety of themselves and others.</p>		
Student Behavior		Initial
I am responsible for the safety of others and myself around me.		<input type="checkbox"/>
I must follow the rules and procedures established by the teacher at all times. I will immediately obey all warning and verbal commands from the teacher.		<input type="checkbox"/>
I will follow the instructions given during the lesson and/or demonstration. If there is something I do not fully understand, I will ask my teacher for assistance.		<input type="checkbox"/>
If the behavior of another student indicates he/she is not well, or is acting in an unusual or unsafe manner, I will report the situation to the teacher.		<input type="checkbox"/>
I will not operate and/or use equipment for the first time without first having received instructions and/or a safety demonstration from the teacher.		<input type="checkbox"/>
I will not throw objects, run, or participate in any undisciplined classroom conduct.		<input type="checkbox"/>
I will not bring visitors or friends to the classroom unless I have the teacher's permission.		<input type="checkbox"/>
I will report to the teacher when I am under the influence of prescribed medication or if I have a health problem.		<input type="checkbox"/>
I will read all written instructions before starting an activity or experiment.		<input type="checkbox"/>
General Safety Precautions		
I will tie back long hair when required.		<input type="checkbox"/>
If working around moving equipment I will not wear loose clothing or accessories such as scarves, ties, or long necklaces. I will remove all jewelry, including watches, rings, and necklaces. (religious necklaces must be secured on the inside of clothing.)		<input type="checkbox"/>
I will always cut away from myself and others when using a knife or blade.		<input type="checkbox"/>
I will not use cracked or broken equipment or glassware. I will dispose of broken glass as my teacher directs.		<input type="checkbox"/>
I will not drink or taste any substances in the lab/activity (with the exception of food labs but only if instructed to do so by my teacher).		<input type="checkbox"/>
I will follow safe handling procedures for materials and equipment.		<input type="checkbox"/>
I will learn the location of safety equipment (e.g., fire extinguishers, first-aid kit, eyewash, protective equipment etc.) and follow all emergency protocols as directed by my teacher.		<input type="checkbox"/>



STUDENT HEALTH AND SAFETY CONTRACT

Safety Devices and Equipment			
I will wear safety glasses, hearing protection, protective gloves and any other protective equipment as instructed to do so.		<input type="checkbox"/>	
I will wear the appropriate footwear and clothing as directed by my teacher.		<input type="checkbox"/>	
I will learn the purpose and operation of safety devices in use in my classroom, such as machine guards, safety switches, fume hoods, guardrails, and emergency stopping devices. I will never tamper with safety devices.		<input type="checkbox"/>	
I understand that machine guards and safety devices must always be in place and used.		<input type="checkbox"/>	
I will report to the teacher when equipment or machinery is not working properly and when there is a condition that affects my safety. I will watch and listen for signals that would indicate a machine or equipment is failing.		<input type="checkbox"/>	
I will operate electrical equipment only in a dry area with dry hands and remove plugs by pulling on the plug- not the cord (e.g. when touching electrical cords, plugs)		<input type="checkbox"/>	
Chemicals, Housekeeping and Hygiene			
I will take only as much product or chemical as needed and never return excess chemicals to their original container.		<input type="checkbox"/>	
I will dispose of chemicals and materials as directed by my teacher.		<input type="checkbox"/>	
I will not take chemicals outside the classroom or enter storage rooms without permission.		<input type="checkbox"/>	
I will clean all equipment before I put it away.		<input type="checkbox"/>	
I will clean up my work area upon completion of my activity.		<input type="checkbox"/>	
I will work carefully and make sure that my work area is maintained free of hazards. I will use the trash receptacles provided.			
I will wash my hands with soap and water before touching food or my face.		<input type="checkbox"/>	
Reporting Injuries and Hazards			
I will tell the teacher immediately if an incident, injury, equipment/property damage occurs. I will report near misses even if there are no injuries or damage involved.		<input type="checkbox"/>	
I will report all injuries no matter how minor to my teacher.		<input type="checkbox"/>	
I will report all hazards or unsafe conditions to my teacher.		<input type="checkbox"/>	
I have read and understand the expectations listed above. I acknowledge that I must comply with these expectations at all times. I understand that failing to do I may have my privileges to participate revoked. This may result in forfeiting credit for the course.			
Please sign and return to your school at the beginning of each school year.			
	Name (Print)	Signature	Date (D/M/Y)
Student			
Parent/Guardian			

CRITICAL INCIDENT REPORT

Date of Incident: _____ Time: _____ Reporting Staff Member: _____

Other Staff Members Involved: _____

Student(s) Involved (names or descriptions): _____

Location of Incident: _____

Description of Incident (what happened, who did what and in what order)
(attach extra pages if necessary, forward any applicable pictures with this form)

Action Taken:

In your opinion, what follow-up is required?

Reporting Staff Signature _____

When was the principal or designate notified of the incident?

Date _____ Time _____ Principal's Signature _____

Follow-up by Principal: _____

If police were called, complete this section:

Date _____ Time _____ Complaint # _____ Officer _____

CRITICAL INVESTIGATION REPORT

Date of Incident: _____ Time of Incident: _____ Reporting Staff Member: _____

Other Staff Members Involved: _____

Student(s) Involved (names or descriptions): _____

Exact Location of Incident: _____

Property Damaged (if any): _____

Object/Equipment/Substance Inflicting Injury/Damage: _____

DESCRIPTION	Additional Information: Include any information or data not recorded on the Critical Incident report (attach extra pages if necessary, forward any applicable pictures with this form)		
ANALYSIS	Direct or Immediate Cause: Force causing the incident (e.g. aggressive student behaviour, slipping and falling, contact between moving vehicles, etc.)		
	Indirect or Underlying (Root) Cause: What factors contributed to the incident (e.g. inadequate training/work procedures, lack of care and attention, improper/defective equipment, etc.)		
PREVENTION	Immediate Corrective Actions	Assigned To:	Date Completed:
	Recommended Further Corrective Actions:		
	Investigated By:	Signature:	Date:
	Reviewed By:	Signature:	Date:

